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ABSTRACT

This report examines student services within British institutions of higher education and provides six case studies of institutions that have developed approaches to the management of their student services. It includes the findings of a national survey of 100 colleges of further education (66 percent responded) that investigated a variety of management practices affecting student services. The selection of questions for the survey was influenced by considerations related to the Education Reform Act, college structures, the staffing of services and training of staff, personal tutors and their service roles; kinds of issues and concerns presented by students; the marketing of services, the availability of preventive services, and issues of confidentiality. Among the findings were that most of the colleges did not have a policy regarding student services, that the primary responsibility for student services is held mainly by department heads, and that the marketing of these services varies among schools. Also it is revealed that the personal tutors, who are considered key figures in student services, had roles that were often ambiguous to all concerned, including the tutors themselves. It is suggested that a regular measuring, implementing, and updating of the training methods of staff is essential for the growth and effective management of student services. Case studies were contributed by principle/senior managers and student counselors from the following schools in England: (1) Wirral Metropolitan College; (2) Southgate College; (3) Solihull College of Technology; (4) City College, Liverpool; (5) Acton College; and (6) Walsall College of Technology. The appendix contains the survey questionnaire. (GLR)

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Managing Student Services

Coombe Lodge Report

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COOMBE LODGE REPORT
Volume 22 Number 8

MANAGING STUDENT SERVICES

By Jean Civil

Editor: Pippa Toogood

Coombe Lodge Reports

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MANAGING STUDENT SERVICES

Jean Civil

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FOREWORD

Recent changes in further education colleges are putting the spotlight on the often neglected area of student services. The increased concerns for marketing and quality assurance are encouraging colleges to see their students as customers and to focus on the services they need to provide in order to support those customers. From a rather different direction, the individualisation and modularisation of course provision underlines the need for effective support and guidance before students join the college, throughout their time at the college and in moving on to work, higher education or wherever.

This Coombe Lodge Report was prepared, as a 'responsive college' ourselves, in response to a growing number of enquiries to The Staff College about the management of student services. Jean Civil was commissioned to undertake a research study, drawing on her experiences as a researcher in this field over a decade earlier. Part One of the Report summarises her findings, and draws attention to a number of continuing concerns about the management of student services. Colleges are sometimes criticised for being less 'caring' than the schools which 16-18 year old students might otherwise attend, but this Report belies such criticisms. It demonstrates the importance of the personal tutor system, and the increased attention given to the training of these tutors. It also points to the growing number of specialist trained staff within the college.

The research also points to a number of concerns, however. Tutors have to deal with a remarkably wide range of student problems, and are unlikely to have been trained to be able to support students in all the areas in which help is sought. There are concerns about confidentiality, and about the extent to which colleges have as yet developed coherent and consistent policies about student services.

The second part of the Report comprises case studies from six colleges, which have developed approaches to the management of their student services. The perspectives come both from principal/senior management team levels and from three student counsellors. They provide, therefore, insights into both the processes of developing policies and strategic plans for a college's student services and a range of very practical perspectives in the implementation of those plans. They also, in their different ways, point to the obvious but often overlooked importance of marketing student services. It is not enough to make provision for dealing with student needs. Students need help in recognising the wide variety of ways in which colleges are equipped to meet those needs, and that means applying the marketing skills which colleges have honed over the past few years to the internal marketing of these services. As colleges look ahead to the implications of incorporation, they might usefully include some examination of the issues raised here, and of their policies and resources for student support in a corporate college.

Overall, the Report offers a comprehensive and up-to-date range of ideas about ways in which colleges might look at, with a view to improving still further, the support provided to students through student services.

Chapter 1

INTRODUCTION

Colleges exist primarily to provide services for students. All other activities should support this in one way or another. Effective colleges need both an effective student-centred support system, and senior management commitment to that system.

Although there has been a lot of interest in the management of student services, little has been published in this area. The author has managed student services and has been a student counsellor in four different colleges. Her earlier research over a decade ago looked comprehensively at the organisation and management of student services. In organising and delivering training courses for those with responsibility for managing student services, it seems that the 1988 Education Reform Act (ERA) was perceived by service managers as either having or likely to have a substantial and probably deleterious effect on student services. It was in order to test these perceptions that this national research survey was undertaken.

The survey was based on a questionnaire which was sent to 100 colleges, investigating a variety of management practices affecting student services. These practices included college structures, the staffing of services and training of their staff, the marketing of services, the availability of preventative services, and issues of confidentiality.

This Report includes the findings of this national survey, together with case studies of service management, which provide flesh to accompany the bare bones of the research analysis.

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RESEARCH METHODOLOGY

100 questionnaires were distributed to English colleges of further education (FE), 50 to larger colleges and 50 to smaller colleges. These were randomly selected to form approximately a 25 per cent sample of all the colleges in England. Larger colleges were identified as those having more than 1,000 full-time students, and smaller colleges having less than 1,000 full-time students. The reason for breaking down the sample into two categories was to enable some comparisons to be made between large and small colleges in the FE system.

The survey was undertaken in August 1990, and by the beginning of October 1990 56 questionnaires had been returned. A reminder letter was then sent to colleges which had not replied. This brought in more replies within a short period of time, bringing the final response to 66 (66 per cent return). Of these there was a 96 per cent return from larger colleges, and a 36 per cent return from smaller colleges.

The questionnaires were sent to the principal, vice-principal or head of student services in order to establish how their service was managed.

The number of returns was interesting. The high rate of return from the larger colleges may be because they have a dedicated student services department or member of staff whereas smaller colleges, maybe without a structured student service or a specific member of staff responsible for this named area of college life, had difficulty identifying the correct person to complete the questionnaire.

When the information had been collected the responses were analysed, some by computer analysis. However, many of the questions were deliberately left open in order to understand the variety and range of practices, policies and cultures throughout the country.

The analysis of the questionnaire responses was followed by some reflection and interpretation. It was helpful to discuss some of the findings with colleagues, and the outcomes of these discussions are reflected in the following pages.

In detail, the selection of questions for the survey was influenced by the following. (See Appendix 1 for a copy of the questionnaire.)

The Education Reform Act

When the Education Reform Bill (later to become the Education Reform Act) was being discussed, many staff with responsibility for student services expressed fears about its probable impact. They thought that for staff working in student services there was a real possibility of financial cuts which would be detrimental to their services. Their reasoning was based on the fear that, as it was not a profit making service, it was likely that it would be one of the first areas in colleges to be cut back. The first questions were, therefore, about whether colleges have explicit policies on student services.

College structures

The questions about college structures sought to find where student services were placed in various management structures at a time when many colleges were changing their structures.

Staffing

The Staff College has organised a number of conferences on student services and it is noticeable how wide the distribution curve is of the range of staff attending, from principals to lecturers. Also the wide variations in titles may well confuse clients when they are seeking someone who is designated to assist students. The reason for asking for information about roles and titles was to determine how wide this range was.

As part of the same question, respondents were asked what training had been undertaken. It was evident from staff involved in student services who had attended events at The Staff College over 10 years that there was a wide variety of training and qualifications. Government funds are being allocated for the training of staff in further education, and the research sought to find out what percentage of staff were receiving some form of training for their role. The hypothesis was that 'staff would receive training in dealing with student issues and concerns'.

Personal tutors

The reason for looking at the question of personal tutors was because throughout FE colleges tutors are expected to respond to students needs of both a vocational and personal nature. Personal tutors are fundamentally important to the management of student services. A further reason was to cross-compare results with research undertaken in 1979.

Issues and concerns

What problems and issues do students present to their designated tutors? 12 years ago the author examined the issues and concerns that students were then presenting to their tutors. Part of the reason for this Report was to compare the sort of problems and issues being dealt with now and then in 1979 and to see if anything had significantly changed.

Keeping a student's confidence

The question of keeping a student's confidence always causes a heated debate during training and discussions with college staff of every status. The research looked at the extent and degree to which confidentiality may be broken.

Marketing

Marketing student services was included as it now seems to be more professional and it was an area that appeared to have been previously neglected by college staff for students.

Preventive counselling

The best student counselling services can only expect to see approximately three per cent of the student population hence the importance of adopting a preventive or support counselling function within the college. The research investigated the extent to which this view was supported.

Chapter 2:

COLLEGE POLICY

The first part of the questionnaire looked at the management of student services in terms of college policy, the effect of the 1988 Education Reform Act, and the college structure.

COLLEGE POLICY

Question 1.1: Please describe briefly the college policy on student services

The majority of colleges completed this section and the replies indicated that while some colleges have a specified college policy, others have a specific appointment, or post(s), who may have been given the responsibility of implementing a policy.

One-third of the colleges indicated that they have a written policy. The following are examples.

- It is the college's policy to ensure, as far as possible, that all students have access to the best quality educational, personal and career advice and guidance. This is written into official college documents, including the development plan.

- The college aims to find out the needs of clients, respond to them sensitively and take account of the extent to which clients are satisfied.

- The college aims to provide comprehensive support to students covering both full-time 16-19 year olds and adults to include

counselling, guidance welfare, health education and careers education.

- To provide support and assistance to students to enable them to successfully complete their chosen course.

- To provide the best support service for the student population that can be offered in increasingly tight financial circumstances.

- To enhance the quality of student life in the college. To increase enrolments and significantly improve retention rates by providing support for students who are experiencing difficulties.

- [Student services are the] responsibility of all staff.

- Developmental. Growing awareness of the importance of student support in all its facets. Excellent tutorial system/ courses for full-time students now being extended to part-time. Implementation of a learner-led curriculum.

Another third did not have a policy but indicated that one was in the process of being produced or commented as below.

- There is a cross-college student services unit with a dedicated suite of rooms and staff. No written policy as such but aims and objectives are agreed at central management team.

- Whilst there is no formal document on the policy entailing an entitlement, the college aims and objectives contain several references commiting the management to supporting this area.

- No written policy but commitment in the form of staffing and resources by college management.

- Viewed as important by the management team. Currently engaged in quality assurance which will ensure that student services get top priority.

- In a state of flux! Looking at ways of co-ordinating and centralising all services: becoming more important, but not sure always what way to go.

The remaining respondents, when asked about policy, responded with a comment on structure.

- The counsellors provide back-up support to the personal tutor network. Very recently, our student services unit (personal counselling, welfare information, careers counselling, accommodation) has been disbanded as a unit. The various services have now been incorporated into the wider structure of our new learner support unit.

- Head of department of General Building and Student Affairs has responsibility, helped by a student counsellor, a careers adviser, and a Students' Union adviser.

- Directorate of access and customer care (HOD 5); Head of department if same (HOD 3); 42 staff. Keen commitment to service.

- The college has recently established a student services unit and is actively supporting the development of a specialised team, with supporting staff based in the nine schools.

- We have a unit dealing with all queries on grants, accommodation, welfare etc.

- Student services is part of the job spec. of the Director of Academic Affairs.

- Student services are seen to be a significant aspect of marketing in its crudest sense.

Summary of college policies on student services

About a third of the colleges stated that they did not have a college policy. Many of those which do exist are written in very general terms and few of them demonstrate in their statement a student services college policy.

Many of the statements were not policies. None of the above college policies referred explicitly to a confidential service. An appropriate one might include the following wording.

> The college policy for student services is to provide an appropriate confidential service that supports and assists students and enables them to satisfactorily complete their chosen vocation or experience of learning.

COLLEGE STRUCTURES

The college structures varied and demonstrated the different stages of development of student services in many of our further education colleges. In order to see if management structures varied the next question was asked:

Question 1.2: What is the place of student services in your management structure?

The reason for asking this question was to establish where student services were placed in various management structures within the further education system. The replies to this question fell into the following categories:

Responsible to assistant principal or below

- There is an assistant principal (student services) on the senior management team. He is responsible for developing services and is line manager for a number of new posts in this area – college counsellor, youth worker, equal opportunities unit, resource-based learning, school and community links. There is a student services committee.

- An assistant principal is charged with overall responsibility. This assistant principal also chairs a sub-committee of the academic board (student services committee) which monitors student services.

- It is one of three assistant principals' functions. The student services team includes a counsellor. The assistant principal reports to the principal and is a member of the college executive group.

Student services as a separate unit

- Student services is part of a cross-college curriculum support unit (CSU), headed by the director of studies (head of department). The CSU is also responsible for other key areas of policy and curriculum which are not specific to any vocational faculty (e.g. communications, numeracy, IT, adult training, special needs, admissions, marketing, and staff development).

- The head of student services is part of the senior management team, comprising the principal, vice-principal, CAO, six faculty heads, and four heads of agency (resources, curriculum development, external services and student services).

- Director of student services is member of central management team. Student services is one of four support units servicing 17 teaching units. The unit has teaching, non-teaching (e.g. student services office/admissions counsellor) and administrative personnel.

- The college has reorganised after two years as a tertiary college. There are two faculties – human and building studies. College services and learner support constitutes the 'third' faculty which crosses the others.

Integrated with the rest of college

- Student services is a cross-college co-ordination and support function lead by a head of department with departmental responsibilities, who is also a member of the senior management team.

- There is not a discrete student services unit.

Where the service is at a developmental stage

- Currently in the process of college management re-organisation. Student services are seen to have a cross-college function supporting a network of personal tutors.

- Currently under discussion. At present the head of student services is a senior lecturer responsible to the vice-principal: a cross-college function in a departmental structure.

- It is likely that student support will form part of a wider unit including learning support, the accreditation of prior learning, and individual learning programmes under an assistant principal or head of department.

- At the moment there is no one designated as being 'in charge' of student services. This is one of a number of issues to be considered by the senior management group this term. Current arrangements are ad hoc but students seem to appreciate the personal care they receive.

No clear place in organisational structure

- All students have a personal tutor.

- All students are members of a tutor-led learning group.

- All students have access to all tutors and to the principal.

Colleges were also asked to illustrate their management structures, and in response to this question they fell mainly into eight categories (the departmental system being the most often used), ranked in the following order in terms of frequency of occurrence:

- departmental structures with a cross-college co-ordinator;

- a matrix-type structure with a cross-college co-ordinator;

- central services agency under a director (equivalent to a librarian);

- head of department status manager operating under a vice-principal;

- associate principal or vice-principal in charge with subordinate officers;

- responsibility of separate departments;
- various parts of students services dispersed in various ways;
- little done in the way of student services.

Other responses showed either no management structure, did not answer the question or were so vague that no management structure could be determined.

ORGANISATIONAL CHANGE

When travelling throughout the country on commissioned training to work with staff on managing change, teambuilding etc., it became apparent how stressful organisational change was for many staff. However, it can often offer a golden opportunity for reconstructing previously neglected areas into some valued service. This is borne out in some of the following comments about restructuring:

- we are in the process of major changes to make the college more responsive to student needs;
- a new college structure has just been introduced. We are in process of restructuring all student services;
- up until now student services has been a series of disparate strands, i.e. health adviser, student association. A re-organisation of the management of the college has highlighted the need for a co-ordinated policy on the delivery of student services;
- the college is going through a period of reorganisation at the present time, there will be a central support unit for students in the future but how big a role counselling students and support for tutors will play is not yet clear;
- no departmental structure. College tutors have a structured weekly programme with their tutors – and a time allowance for individual counselling. The initial few weeks [of term] are devoted to induction;

- many developments are currently taking place. The major activity being the development of a central information centre which is concentrated solely on support for students.

EFFECTS OF THE 1988 EDUCATION REFORM ACT

As previously mentioned, the Education Reform Bill (later to become the Education Reform Act 1988) caused fear among many staff. They thought that there was a real possibility of financial cuts which could affect student service provision and would be detrimental to the service they were trying to provide. The reasoning was based on the fear that, as it was not a profit making service, then it was likely that it would be one of the first areas in colleges to be cut.

Question 1.3: In the light of the Education Reform Act, will student services be expanded, remain static or be affected by financial cuts?

The answers received indicate that the most common responses to the Education Reform Act recognised that student services need to be expanded. The answers are tabulated in **Table 1** below.

Table 1: How has the Education Reform Act affected future plans for student services?

	Large colleges %	Small colleges %	All colleges %
Expand	73	72	73
Remain static	10	17	12
Contracted	8	0	6
No response	9	11	9

The hypothesis that ERA would detrimentally affect student services is not supported by the evidence.

Chapter 3:

STAFFING

PRIMARY RESPONSIBILITY

The Staff College has organised a number of conferences on student services and it is noticeable that staff attending range widely in status, from principals to lecturers. Also the variety of titles now in use adds more confusion to clients when they are seeking someone who is designated to assist students.

Respondents were asked about their responsibilities and what training had been given in order to undertake these responsibilities. These questions offered a good insight into the variety, quality and number of staff involved in the student services provision.

Question 2.1: Who is primarily responsible for managing student services?

This question was intended to establish who holds the primary responsibility for implementing student services and their posts. The answers are given in **Table 2**.

TABLE 2: Primary responsibility for student services

	Large colleges %	Small colleges %	All colleges %
Principal	4	17	8
Vice-principal	13	6	11
Assistant principal	17	11	15
Head of department	44	39	43
Lecturer/warden	13	28	17
No data	6	0	6

It appears that the primary responsibility for student services is held mainly by the heads of department in FE colleges. Sometimes other titles are bestowed on staff (for example, director of student services, assistant principal of student services), but checking indicated that they were mostly equivalent to head of department. Consequently, in some colleges, there is little direct representation of student services at senior management level.

In larger colleges it seemed that principals did not hold the primary responsibility themselves but delegated it to their vice-principals or heads of department, whereas in the smaller colleges more principals held the prime responsibility.

Table 3, compiled from the questionnaires, demonstrates the variety of titles, roles, positions and status of staff who hold the primary responsibility for implementing student services.

STAFF TITLES

Question 2.2: If the student services include staff with specific responsibilities, for example accommodation, careers officer, chaplain, counsellor, doctor, nurse, psychotherapist, please indicate

The number of staff involved in providing the service ranged from one to 13 (excluding one return that included 70 teaching staff in its list). Another college had 12 staff involved but between them they only offered 22 hours of student services provision, which is approximately equivalent to one full-time member of staff.

The titles of the posts mostly used in the replies were:

- counsellors,
- nurses,
- welfare officers,
- chaplains,
- accommodation officers,
- careers advisers.

There was, however, a rich source of other titles used. The majority of these titles were taken from the replies received from larger colleges which showed a wider spread of specialists.

Later in this Report it can be seen that while there are some very impressive titles, few staff are on senior management salaries. The frequency of these titles is shown in **Table 3**. The large number of lecturers (56) includes all those posts that had a predominantly teaching role. The number of staff described as counsellors (77) does not imply that they are full-time counsellors. Those staff with specifically designated titles of counsellor were counted as counsellors even when it was indicated that they spent more than three-quarters of their time in a teaching capacity.

TABLE 3: Titles of those involved with the delivery of student services

Titles	Large colleges	Small colleges	All colleges
Counsellors	63	14	77
Lecturers	11	45	56
Careers Officers	46	5	51
Student support officers	23	4	27
Accommodation Officers	12	4	16
Chaplains	13	2	15
Nurses	12	3	15
Wardens	0	14	14
Welfare Officers	12	0	12
Admissions	8	1	9
Admin	1	6	7
Creche Supervisor	6	1	7
HOD	2	4	6
Youth Officers	2	0	2
Equal Opportunities	1	0	1
Principal	0	1	1
Doctor	1	0	1
Total	213	104	317

Student counsellors

Initially it appears that larger colleges have a higher percentage of counsellors in their colleges (63 counsellors in 48 colleges) than smaller colleges (14 counsellors in 18 colleges).

However, when the figures are compared with the number of full-time

counsellors employed in colleges it is evident that larger colleges seem to have a significantly smaller proportion of full-time counsellors than smaller colleges. Of the 317 staff involved in student services there are only 17 full-time counsellors. Full-time is defined as those counsellors who are employed full-time but who teach less than six hours per week. 13 full-time counsellors in the survey had no teaching commitment and four were full-time counsellors with up to five hours teaching commitment whereas in the smaller colleges there were five full-time counsellors with no teaching commitment.

Careers officers

Virtually all large colleges have a careers officer, whereas only a third of small colleges have a careers officer.

Accommodation officers

These appointments are similar in both large and small colleges. For example, specialist (national) courses have a wide catchment area and significant numbers of students on such courses are not local. These students are more likely to need the services of an accommodation officer. It can be seen, therefore, that the size of the college is less important here than the type of courses on offer.

College chaplains

Approximately a quarter of large colleges have a chaplain whereas only four (11 per cent) of smaller colleges have a chaplain.

College nurses

Approximately a quarter of large colleges and a sixth of small colleges have a nurse.

College doctors

Only one (large) college had doctor specified as a title. It may be that some student support services have a referral system to doctors but they do not have surgeries at the college. On the other hand they may not have been named perhaps because their salaries are paid by a local authority. The low number is surprising, as the questionnaire did give 'doctor' as one of the

examples to consider as a title.

SALARY GRADINGS OF STUDENT SERVICES STAFF

In analysing the student services staff salary gradings, it was evident that over half of the colleges did not have any appointments above lecturer grade, so there was no direct involvement at senior management level (as shown in **Table 4**). Senior posts are defined here as including senior lecturers and above. Several questionnaires left this question blank.

There were two heads of department who were on the management spine and 24 senior lecturers in larger colleges. Five of these senior lecturer posts were in one college. A few senior posts were on non-academic salary scales.

In the smaller colleges there was one principal, one vice-principal, one head of department and six senior lecturers.

Table 4: Salary levels of those above lecturer level who also have prime responsibility for student services

	Principal	Vice-principal	Head of department	Senior lecturer
Large colleges	0	0	2	24
Small colleges	1	1	1	6
All colleges	1	1	3	30

COUNSELLING TRAINING

What training is undertaken for the counselling role?

As expected, the range was extremely wide. The answers ranged from 'none' to 'a diploma in counselling and degree in psychotherapy'. Many staff were undergoing in-service training and many others had already obtained RSA counselling certificates and diplomas. Some colleges just wrote 'degree' which may indicate a degree in counselling or a degree in an unrelated subject.

In analysing the figures certain assumptions were made. One was that full-time indicated 'in full-time employment at the college', not necessarily

full-time in student services. As previously mentioned, many of the counsellors spent up to three-quarters of their time on teaching duties, and other full-time staff listed had other priority roles in the college, for example, the principal or head of department whose role was not just that of head of department of student services.

Table 5 shows the percentage of trained and untrained full-time members of staff and includes lecturers but does not include administrative or clerical staff. Sadly, one college stated, 'counselling training is not applicable to clerical staff'. Part-time staff ranged from two hours per week to half-time posts. A second assumption was that chaplains, careers officers and youth officers had received counselling training.

Those staff designated as counsellors were questioned to see if they had received training for the role. This included both full- and part-time counsellors. There were 77 counsellors named. Five colleges did not complete the question on whether staff had received training for the counselling role.

The questionnaires were also analysed to explore whether there was any significant difference in the training of full- and part-time staff.

TABLE 5: Training undertaken for student services

	Full-time staff		Part-time staff	
	Trained	Not trained	Trained	Not trained
Large colleges	75	54	35	11
Small colleges	31	13	12	2
All colleges	106	67	47	13

Number of counsellors trained		
	Trained	Not trained
Large colleges	52	4
Small colleges	14	0
All colleges	66	4

All counsellors in smaller colleges and virtually all in the larger colleges had received training, only four out of 56 had not received any specific training. A greater percentage of part-time staff have undertaken counselling training than full-time staff. 80 per cent of part-time staff have received counselling training while only 66 per cent of full-time staff have received training.

TRAINING FOR STAFF INVOLVED IN OTHER ASPECTS OF STUDENT SERVICES

The research sought to discover what percentage of staff (other than counsellors) are receiving or had received some form of training for their role in student services provision. The hypothesis was made that 'staff would receive training in dealing with student issues and concerns', and the question was asked 'What forms of training do staff receive for dealing with student issues and concerns?' The answers are shown in **Table 6**.

TABLE 6: Forms of training undertaken by student services staff

Form of training	Large colleges %	Small colleges %	All colleges %
Externally provided training course	78	90	82
College-based in-service training programme	70	84	74
Some tutors receive training	61	78	65
Future plans to arrange some form of training	48	28	42
Departmental training programme	19	17	18
None at present	6	0	5

A high percentage of staff (82 per cent) had the opportunity of attending outside courses. 74 per cent of all colleges offered a college-based service, this was higher in smaller colleges. Colleges also offered other forms of training which included the following.

- We are currently providing an in-house programme for course tutors, aimed at providing tutorial/pastoral support linked into

student services, and aimed at addressing aspects of the entitlement curriculum.

- Student services have run information sessions on child sexual abuse (disclosure in adolescence), and plan to hold more one-off sessions on HIV/AIDS, aggression and so on.

- Basic counselling techniques/courses available for all teaching staff.

- Future plans include linking the National Record of Vocational Achievement (NROVA), Accreditation of Prior Achievements (APA), Technical and Vocational Education (TVE), and monitoring and evaluation to tutor training.

- We have a continuous training programme for tutors, counsellors and student services.

- Three INSET days are arranged. Approximately 30 plus staff will participate.

- Training is largely provided by the local education authority, e.g. counselling, careers guidance, academic tutorship.

- Newly developing system of personal tutors – working in course teams with other staff is regarded as training of a most valuable kind.

- New tutors will require training as soon as possible.

- We have in-service [training] supplemented by visiting trainers/outside conferences.

- We are looking very closely at the methodology of our internal training programmes.

- Much remains to be done but all tutors have had some form of training for their one hour per week role.

Another form of professional development beyond training was recognised as being important, for example, a staff group which is confidential and

unminuted which allows for the discussion of any issues including counselling matters. It was evident from the survey that most of the training appears to be in-house rather than externally provided.

Chapter 4:

PERSONAL TUTORS

The reason for looking at the question of personal tutors was because throughout FE colleges tutors are expected to respond to students' needs of both a vocational and personal nature. Personal tutors are fundamentally important to the management of student services. Again the titles vary throughout the country.

The title of personal tutor was used to indicate those members of staff who, as part of their role, dealt with students' personal issues and concerns. Many other titles are used in colleges which emphasise the administrative or vocational role of the lecturer, e.g. course tutor, academic tutor, vocational tutor.

Question 3: Are there personal tutors in all departments?

The answers to this question are shown in **Table 7**.

TABLE 7: Are there personal tutors in all departments in your college?

	Yes %	No %	Nil return %
Large colleges	92	6	2
Small collages	88	12	0
All colleges	91	8	0

All colleges had a very high percentage (90 per cent) of personal tutors in all their departments.

The following comments offered some insights into the different systems that operate for full- and part-time students in colleges.

- The gap is that part-time students are only offered tutorial on demand not as a regular feature of the programme.

- All full-time courses have personal tutors. Part-time courses have course tutors (plus assistants for large courses).

- General studies, GCSE science and other full-time courses have personal tutors other departments have a system of course tutors.

- No departmental structure. No personal tutors, but college tutors. All full-time students have two college tutors.

- Only full-time students have personal tutors. It seems that many tutors use tutorial time only for practical issues. (This is the author's surmise – it is hard to know for sure.)

- All sections have personal tutors within the course team – part-time students do not always have timetabled tutorial sessions though part-time students in business studies do have half an hour timetabled.

- General education and social science and community studies have personal tutors. All departments have course tutors who perform many of the tasks a personal tutor would perform. Tutorial support programmes, however, are not the norm in most departments.

- Not departmentally based – course based. One staff member to every eight to 10 students under a course manager.

- Departments not appropriate to a tertiary college. Both faculties have tutors [although the] system is more developed in human studies.

- Comprehensive personal tutor system introduced September 1990. Some questions, therefore, are not applicable.

It appears that in some colleges personal tutors may be assigned to full-time students but not to part-time students, although this was not specifically investigated here.

STAFFING

The following comments were made about staffing issues, especially in relation to the role of personal tutor.

- Definition of a personal tutor? What is expected of a personal tutor? Is it the same as a course tutor?

- As this is a new service, replacing a student counsellor who retired, the unit has yet to find its identity within the college. However, the need is apparent and the resultant role is clear. It is hoped a flexible and adaptable system will be developed.

- All staff recognise the need for support but small colleges have difficulty in providing cost-effective services. Heavy reliance on voluntary assistance is threatened by increasing demands on teaching staff. Better systems are an essential part of high quality education.

- Full awareness of the student's need for guidance in all spheres is part of the counsellor's and domestic bursar's role, a wide range of facilities are available for social interaction, health aspects and physical recreation.

- In many cases personal tutors act as year or support tutors for small groups of students.

- [The area of] student services does not have rigid boundaries. In areas of welfare and discipline, the Students' Union has a liaison officer. Students are always advised to seek the assistance of any of the staff they feel at ease with.

One concern was the semantics of the phrase 'personal tutors'. Comments were made as to what was meant by the term; was it, in fact, another name for course tutor? In answer to this, the author can only offer the definition of some person who has the role of a tutor to whom students can go with

their personal 'problems' as well as their academic 'problems'. Some colleges who do not have a designated personal tutorial system may indeed offer this service through class tutors, course tutors, academic and/or vocational tutors. The title itself does not necessarily imply a caring, concerned, empathic tutor. However, it does give some indication to students that support with personal issues can, or may, be discussed with that tutor.

Research shows that students will go to whoever they want to regardless of titles. They will find a suitable role model for their particular needs. It may not be a tutor at all but the caretaker, refectory assistant, librarian, lab. technician, their friend, or their dog. Those senior managers who struggle with the title could ask the students what titles they prefer as well as asking them what support they receive. We will know how important evaluation is!

If the college ethos is one that encourages relationships between staff and students then 'personal tutor' may be a comfortable term for that college. On the other hand if the college holds formality, bureaucracy, discipline and excessive administration procedures as priorities then it may prefer, or have inherited, titles of course administrator, course tutor, vocational adviser.

Chapter 5:

STUDENT ISSUES AND CONCERNS

What problems, issues and concerns do students present to their designated tutors? 12 years ago the author examined the issues and concerns that students were then presenting to their tutors. The research was intended to establish whether anything had significantly changed in the sort of problems those students now experience. The conclusion being there is no significant difference in the nature of student experiences today.

Colleges were asked 'What are the major kinds of student problems faced by teaching staff?' The results are tabulated in **Table 8**.

Firstly, the most frequent concern that students have is the need for vocational guidance. The area that is second in importance for students is that of dealing with personal and family problems, and thirdly, it was found that approximately one-third of all students in all colleges have difficulties with completion of work.

The main differences between the large and small colleges are that larger colleges appear to have a greater need for vocational guidance and dealing with issues of scholastic failure. There appears to be a greater number of students wishing to change courses in larger colleges. This may be because there are more opportunities and a larger variety of courses offered. Also students may mix with other students from different disciplines and be affected by their satisfaction ratings of their courses. Equally the reverse could be true that knowing students from other courses may deter students from changing their chosen course of study.

It is significant that financial problems are the most commonly recurring category of personal problems with which staff have to deal, a finding which repeats that of a decade ago following a survey in the north-west of

Table 8: Student issues and concerns

Issues and concerns	Encountered frequently			Encountered occasionally			Never encountered			
	Large	Small	All	Large	Small	All	Large	Small	All	Percentages
Need for vocational guidance	71	56	67	25	44	30	0	0	0	3
Personal/family problems	60	44	56	35	56	41	0	0	0	3
Completion of academic work	35	28	33	50	72	56	2	0	2	9
Loss of motivation	33	17	29	63	78	67	0	0	0	4
Scholastic failure	31	6	24	63	94	71	0	0	0	5
Change of course	21	6	17	73	94	79	0	0	0	4
Disciplinary problems	6	6	6	85	89	86	2	6	3	5
Dissatisfaction expressed about teacher training	6	0	5	54	56	55	19	22	20	20
Lack of academic ability when accepted on the course	4	0	3	79	94	83	4	6	5	9

England (to 600 tutors, when all the counsellors in the further and higher education institutions found that financial problems were the most commonly recurring issue that students brought to tutors). It was also the highest rating issue for counsellors, in that in 90 per cent of the cases financial problems were only the presenting problem, leading on to discussion of more basic problems.

The following comments were added in response to this question. They are listed in order of frequency.

- Financial concerns, grants awards, benefit information/worries over financial hardship.
- A major increase in family problems – or are we just better at spotting them?
- Attendance.
- Timetabling of room use of space – there is often inadequate facilities for the confidential interviewing of students away from the student services centre.
- Drugs or alcohol abuse.
- Lack of experience in dealing with some issues presented by new methodology.
- Health issues.
- Progression to higher education/careers advice.
- Cross-cultural issues in a college where the majority are of Asian origin; particularly issues around relationships with opposite sex and within the student's course group.
- Residential full-time overseas [students] require much more pastoral/social support than part-time or non-residential. Sensitive but firm handling of students is a skill not possessed by all.
- Homelessness.

- Pregnancy.
- Drugs issues.
- Litter.
- Unruly or disruptive behaviour.

In order to analyse student issues and concerns more thoroughly an additional question was asked:

Question 5.2: What kinds of personal problems are discussed with the staff?

The replies received highlighted the kinds of personal problems that are discussed with the staff and are shown in **Table 9**.

The personal problems that students experience are the same in both large and small colleges. Again, financial problems head the list followed by relationships. Support and education needs to be developed in these areas for students.

Other problems were listed as recorded below.

In large colleges:

- anxiety about progress and lack of success in their study;
- accommodation;
- cultural differences;
- mental illness;
- sexual abuse;
- DHSS
- legal difficulties;
- immigration;
- child care;
- transport problems;
- choice of course/careers/education;
- getting on in a group;
- alcoholism.

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In small colleges:

- accommodation;
- social activities;
- equal opportunities;
- racism;
- sexism;
- heterosexism;
- homelessness.

Table 9: Student problems discussed with staff

Problems	Encountered frequently			Encountered occasionally			Never encountered			Nil returns
	Large	Small	All	Large	Small	All	Large	Small	All	
Financial/grants	77	77	77	17	17	17	0	0	0	7
Relationships	50	39	47	42	56	45	0	0	0	8
Parents/ leaving home etc.	42	28	38	52	67	56	0	0	0	6
Loneliness/ depression	27	17	24	67	72	68	0	0	0	8
Health	21	28	23	69	61	67	2	0	2	8
Sexual/pregnancy	17	11	15	75	72	74	2	6	3	8
Grief	10	6	9	79	83	80	0	0	0	11

Chapter 6:

CONFIDENTIALITY

The question of keeping a student's confidence always leads to heated debate during training and discussions with college staff of every status. The research looked at situations in which confidentiality may be broken. It was expected that, as more qualified counsellors appeared to be being appointed in colleges of further education, questions of confidentiality may now come to the fore. These expectations were borne out by the research. It seems that the question of student confidentiality is being addressed more fully now, partly due to the appointment of more, and better qualified, counsellors.

Question 6.1: Are personal tutors required to divulge information to more senior colleagues, given to them in confidence by the students?

The results of this question strongly supported the notion of confidentiality. 88 per cent of all colleges did not request personal tutors to divulge information given to them in confidence to more senior colleagues.

However, it is essential that colleges produce a policy which includes a confidentiality clause for students. Any information given in confidence to tutors should not be disclosed without the student's permission.

Question 6.2: Do personal tutors report back to the institution the types of problems and confidential information of which they have become aware (omitting individual names)?

Personal tutors need a system for reporting back to particular senior personnel, in order to alert staff to the issues and concerns of students, without divulging names.

77 per cent of all colleges in the survey have some procedure for reporting back. Of these 71 per cent of the larger colleges have a reporting procedure whereas in smaller colleges the percentage is higher at 94 per cent.

Larger colleges are not as systematic in the ways they report back student incidents. The methods of reporting back varied throughout the country.

Many of the colleges rely heavily upon their personal tutors in order to implement their student services policies and to support, advise and guide their students through their learning experiences. However, it would appear that little attention is given to the personal tutor's own need for support in this role. While it is important for tutors not to break a student's confidence, it is essential that they have some form of support and referral system for themselves. As mentioned, 77 per cent of personal tutors do have some process by which they can report back the types of problems and confidential information of which they have become aware.

Table 10 shows the communication links with other staff used by personal tutors.

Table 10: Reporting back methods used by personal tutors (with regard to confidential information)

	Large colleges	Small colleges	All colleges
Head of department	20	10	30
Personal tutors	11	5	16
Private report to principal	10	5	15
In other ways	11	4	15
College welfare committee	9	2	11
Academic board	6	1	7
Indirectly, through members of relevant committee	4	0	4
Total	71	27	98

In response to 'other ways' a variety of replies were received. The responses can be grouped into three broad categories as follows.

1. **Student counsellor or similar:**

   - to pastoral co-ordinator;
   - to assistant principal (students);
   - at present time many tutors pass information on to counselling unit. We have yet to establish any other system.

2. **Informal systems:**

   - since we operate a team system these would be discussed anonymously in team meetings;
   - no uniform method – often through discussion with senior colleagues and welfare and student services staff;
   - usually personal tutors would maintain confidentiality unless the student concerned is at risk to self and others. No formal structure for divulging information;
   - will contact other members of staff (tutors, heads of school etc.) if necessary and applicable/appropriate – also to welfare committee if there is a real need;
   - informally into the network;
   - there are informal linkages for reporting back. Any reporting is usually done to personal tutors, heads of department or to the student counsellor.

3. **Other ways of reporting:**

   - to governors;
   - the counsellor would report to the principal any issue which might have legal implication, for example, the fact that drugs were being sold on the premises;
   - staff group.

Breaking this down into large and small colleges, the other ways specified were:

1 In large colleges
Pastoral co-ordinator
Governors
Director of student services
Annual report to director of SS
Student advisory centre
Principal
Assistant principal
Senior lecturer in counselling
College counsellors
Student support staff

2 In small colleges
Assistant principal
College counsellor
Director of student services
Wardens
One small college stated that it had a unique confidential referral system. It is noted that most personal tutors report back to heads of department.

BREAKING CONFIDENTIALITY

Question 6.4: Are there any times when you would break confidentiality?

As the questionnaires were completed by principals, vice-principals or heads of student services, it is assumed individual responses were made which are not necessarily the policy of all the members of a student services team, so the following comments need to be viewed with caution.

Table 11: Summary of reasons given for breaking student confidentiality

	Colleges		
	Large	Small	All
When student is at serious risk to self or others (life/danger)	17	3	20
Law breaking and crime	8	3	11
Suicide (attempt)	5	2	7
Drug abuse	6	1	7
Sex abuse/incest	3	2	5
With student permission	1	3	4
Health/depression	0	2	2
Students mental state in danger	0	2	2
Child pornography	0	1	1
Student is HIV+ and doesn't inform sexual partner	0	1	1
Where students work could be affected	1	0	1
Abortion/miscarriage or pregnancy	1	0	1

In many cases there does not appear to be any general policy on maintaining a student's confidence. The only agreed 'confidential interview' is with the college counsellor. **Table 11** summarises the reasons given for breaking student confidentiality.

The following is a list of the actual reasons given:

- where criminal or extremely antisocial matters are involved;
- if a student is in danger of injuring him/herself or others;
- student who is HIV positive refuses to inform sexual partner who is also a student;
- student names supplier of heroin;
- student gives information on child pornography ring;
- sexual abuse of female student by father or brothers;
- brandishing knives in college – police involvement;
- in general, where external agencies become involved;
- criminal involvement which involves college students;
- life threatening situations if it proved impossible to obtain permission. (This is my role as counsellor – other members of staff have different responsibilities and their boundaries on confidentiality may be narrower – this should be explained to students);
- as a counsellor, according to the BAC code of ethics, I would maintain confidentiality unless student seemed to me to be a risk to self or others – in which case I would first inform the student that I felt it urgent that, for example, his/her doctor should be informed;

- I can't answer this for my student services staff, but I suspect that they would break a confidence only in extraordinary circumstances, e.g. where they considered either the student or someone else to be in danger of their lives;

- a 16 year old girl who was being sexually abused by a neighbour. We felt she was in real danger – and against her stated wish reported the matter to the Social Services;

- only to involve the appropriate care agency, e.g. in a child abuse situation and then only with the OK of the student;

- given that students would be advised before any counselling session, where breaches of the law take place, e.g. drug abuse, physical abuse, sexual abuse, there may be instances where confidences are broken. However, the counsellor would seek to get the client's agreement beforehand;

- where a criminal offence had been committed where a student was seriously at risk (drugs, suicide);

- safety of the individual concerned, and safety of others. This issue has been discussed by the student services team and in particular, counsellors.

Question 6.5: If there are times when you would break confidentiality, please give hypothetical situations.

The implications of this and the previous question are:

- Approximately two-thirds of all colleges stated that there were times when they would break confidentiality;

- larger colleges were less likely than smaller colleges to break confidentiality; and

- although an attempt was made to see if there were any differences between hypothetical situations and real practices, no differences were found.

SUMMARY

It is a matter of some concern that such a high number of principals, vice-principals or heads of students services believe that they would break a students confidence. It is important to remember that the aspects of ethics, morality, values, belief systems and personal codes of behaviour play a large part in shaping responses to these questions.

The issue of keeping a student's confidence is an important component of a student service. Managers, counsellors and personal tutors need a support group of at least one other person with whom they can discuss their case loads (without mentioning names), their counselling role, how they are affected by it so that they are able to give the best service possible to students. An example of good practice quoted from the survey is:

> ..but only with the student's permission and when the counsellor feels that the client is in need of specialist support.

As previously stated, the confidence issue did not appear in the college policies, although many policies implied a confidentiality policy by including words such as counselling. It is expected that trained counsellors would not break confidentiality. However, it can be seen in question 2.2 that there is a lack of training of some full-time staff. It may be assumed that in many colleges this whole area of confidentiality is one that has been ignored by some managers of student services.

It was interesting to compare college policies and the answers to the questions about student confidentiality. The hypothesis was that those colleges with an implied confidence policy would not break such a contract. However, this hypothesis was not supported. The existence of a college policy that includes a counselling service is no protection of student confidence.

Chapter 7:

MARKETING STUDENT SERVICES

Marketing student services was researched as it now seems to be undertaken more professionally and it was an area that appeared to have been previously neglected by college staff for students.

Question 7: How do you publicise student services?

In answer to this question there is a distinct difference between the responses from larger and smaller colleges as can be seen from **Table 12**.

Table 12: The methods used to publicise student services within colleges

	Large colleges	Small colleges	All colleges
Student induction courses	96	100	97
In the prospectus	90	67	83
Staff induction courses	85	72	82
Leaflets	79	61	74
Students' Union handbook	75	72	74
Posters	69	39	61
Meeting academic staff	63	56	61
Holding meetings or conferences on specific issues	54	39	50
Other methods	21	39	26
Hand-out cards	13	6	11

In addition, colleges listed the following as ways in which they publicise their student services:

- through articles and advertisements in local press on advice service, financial support through the access fund etc.;

- through school liaison and admission procedures which are central functions of the student services unit;

- attending committees – college, borough and national organisations, creating networks with agencies useful to student welfare;

- via the central admissions system which is a public relations exercise designed to be informative but using the time to sell the college in terms of efficiency and our excellent facilities;

- via the close contact the student counsellors have with the students – all live on campus generally within the hostel areas – students are fully aware of the availability of the counsellors.

SUMMARY

It is evident that there are significant differences in the way in which colleges publicise their student services. Leaflets, prospectuses and posters are used more in the larger colleges. This would be expected as large organisations have a more formal, systematic network in place. Larger organisations need formal systems because the reliability of informal systems decreases as organisations get larger.

Smaller colleges rely more on informal systems, for example word of mouth. The disadvantages and the diseconomies of the larger size are that large colleges have to spend more money on the communication system so that all staff and students are informed of the service. In the smaller colleges, where there are more effective informal systems, they do not have to spend so much money because they rely on their informal contacts (for example all students have a student induction in smaller colleges).

Chapter 8:

PREVENTIVE COUNSELLING

Here the questionnaire was attempting to find out if the institution offers any induction courses, and the extent of any such provision by asking the question:

Question 8: Does the institution offer any of the following?

8.1 1 induction

8.2 2 social education

8.3 3 health education

8.4 4 physical education

The 'best' student counselling services can only expect to see approximately three per cent of the student population hence the importance of adopting a preventive counselling function within the college.

INDUCTION COURSES

As can be seen from **Table 13** that about two-thirds of all colleges offer a departmental induction course in either all or most of their departments. Small colleges offer departmental induction and personal tutors courses to all their students. Larger colleges are more likely to offer freshers conferences than smaller colleges although there is only a small percentage (19) that do offer such an event.

Table 13: Induction courses

	In all depts %	In most depts %	In some depts %	In none %
Departmental induction				
Large colleges	33	33	15	4
Small colleges	72	11	6	0
All colleges	44	27	12	3
Personal tutors' induction course				
Large colleges	19	17	27	8
Small colleges	50	17	11	0
All colleges	27	17	23	6
Freshers' conference organised by Students' Union				
Large colleges	19	0	2	31
Small colleges	5	0	0	42
All colleges	15	0	1	34

SOCIAL EDUCATION

The results were as shown in **Table 14**.

Table 14: Frequency of social education courses offered in colleges (%)

	In all depts	In some depts	In none	As a college programme
Health programme				
Large colleges	13	44	8	20
Small colleges	11	33	0	22
All colleges	12	41	6	21
Recreative education programme				
Large colleges	17	21	13	33
Small colleges	11	17	11	28
All colleges	15	20	12	32

HEALTH EDUCATION

Almost three-quarters of the colleges offer a health education programme in all departments, in some of the departments or as a college programme. Only 12 per cent offer health education in all departments. Considering the results of Question 5.2 where 22 per cent of students frequently, 66 per cent of students occasionally, and only one per cent of students never presented health problems, it may be something to which these colleges should address their attention.

PHYSICAL EDUCATION

Only 15 per cent of all colleges offer a physical education programme in all their departments and 31 per cent offer physical education as a college programme. The larger colleges are more likely to offer such a service, maybe because smaller colleges do not have the facilities of sports halls, playing fields and designated recreation areas, although there are large colleges whose initial physical education facilities have undergone change of use and been revamped into classroom accommodation, especially at times of rapid student growth.

Physical education staff may expect their teaching facilities to be used for examination purposes twice a year but to have them removed permanently is unfair on those students who need to express their energies in a socially acceptable way, or for those students who are good sportsmen and women and would welcome the opportunity of practising and competing in order to develop their potential and improve their skills.

PREVENTATIVE OR SUPPORT COUNSELLING?

Since sending out the questionnaire it has been pointed out that preventive counselling is a negative state. The phrase was initiated by the author in 1979 as meaning any procedure or practice which might prevent students from needing crisis counselling. Preventive counselling embraces many college practices, for example, effective central enrolment procedures, good induction programmes, student/staff contracts, social education, physical recreation and so on. As a preventive process there also needs to be curriculum-led institutional development, alongside practices of client-

centred learning which enables students to gain their best results and develop their full potential.

In financial terms it may well be worth spending money on a support system if it can be shown that the investment prevents students from dropping out and thereby enables the institution to retain the fee income. For example, if the claimable cost of a student is £2,000 then by preventing 10 students from learning, another full-time member of staff could be recruited, at present salary rates. So perhaps the phrase should be 'support counselling' or 'developmental counselling'.

A sample of the comments received about the section on preventive counselling follows.

- Work is being done this year in developing a college-wide health education programme. Use is made of external agencies, for example, the Careers Service, the Samaritans, and the Youth Service.

- [Preventative counselling is being used] for specific topics, e.g. last year the community physician came to talk about and answer questions on AIDS and HIV.

- Induction processes for full-time students include an activity-based health education road show, a short presentation by the counselling service and an introduction to recreational activities at the college.

  Support for personal tutors includes:

  - an in-college training;
  - a college booklet **Profiling guidelines**;
  - an induction resource pack containing ideas for approaches and activities for tutors;
  - a support service from the college's centre for learning development;
  - guidance on other college support services.

- This session, all of our student services have been brought together into one purpose-built unit, employing a full-time co-ordinator.

- A health education programme in all departments included in plans but not yet implemented.

- We have no sporting facilities, although the SU does occasionally organise its own.

- The college has been involved over the last two years in a major ESG funded project on personal guidance.

- Further provision in health education may be enhanced by the recent opening of a health information centre based in the student services block.

Chapter 9:

SUMMARY AND COMPARISONS

SUMMARY OF RESEARCH

Effects of The Education Reform Act

Overall, colleges are more likely to expand their services in the light of ERA. Smaller colleges think that in the light of ERA their services will not be affected by financial cuts.

Staffing issues

It appears that the primary responsibility for student services is held mainly by the heads of departments in FE colleges. Sometimes other titles are bestowed on staff but checking indicated that they were mainly head of department equivalents. Larger colleges show a wider spread of specialists or specialist titles.

Larger colleges have significantly fewer full-time counsellors than smaller colleges.

In larger colleges it seems that principals do not hold the primary responsibility for student services themselves but delegate it to their vice-principals or heads of department, whereas in the smaller colleges more principals hold the prime responsibility.

In analysing the student services salary gradings, it was evident that over half of the college did not have any appointments above lecturer grade. Consequently there is no direct involvement with student services by those holding a senior management post in those colleges.

All counsellors in smaller colleges and virtually all in the larger colleges have received training, only four out of 56 have not received any specific training. Interestingly a greater percentage of part-time staff have undertaken counselling training than full-time staff. Four-fifths of part-time staff have received counselling training whilst only two-thirds of full-time staff have received training.

The results showed that a high percentage of staff (82 per cent) had the opportunity of attending outside courses. 74 per cent of all colleges offered a college-based service, this was higher in smaller colleges.

Approximately a quarter of larger colleges and a sixth of smaller colleges have a full-time nurse as part of their service. Only one (large) college had a doctor.

Students' personal issues and concerns

The personal problems that students experience are the same in both large and small colleges. Accommodation concerns see to be felt equally in both large and small colleges.

Student confidentiality

Approximately two-thirds of all colleges stated that there were times when they would break confidentiality. Larger colleges were less likely than smaller colleges to break confidentiality.

Confidentiality is an important issue. The staff who deliver the service need to have support networks to enable them to discuss their counselling role (without mentioning specific students) and deliver the best possible service to the students.

Marketing the service

It is evident that there are differences in the way in which colleges publicise their student services. Leaflets, prospectuses and posters are used more in the larger colleges where more formal communications networks are in place.

Preventative or support counselling

About two-thirds of all colleges offer a departmental induction course in either all or most of their departments.

Almost three-quarters of the colleges surveyed offer a health education programme either at departmental or college level.

Only 15 per cent of the colleges surveyed offer a physical education programme in all departments; 32 per cent offer PE as a college programme. The larger colleges are more likely to offer such a service, probably due to access to better facilities.

Larger colleges are more likely to offer 'freshers' courses, even so, only a small percentage (19) of these larger colleges offer such a course.

CHANGES IN STUDENT SERVICES OVER THE LAST 12 YEARS

This is the author's second investigation of student services in colleges. The first was in 1979, and a number of points of comparison between the two studies can be made.

1 The present research identifies the tutor, whether class, personal or course tutor, as a key figure in the institution who has to deal with a wide range of student problems.

2 The tutor is expected to deal competently with student problems of an academic and personal nature.

3 Personal tutors rarely have defined job descriptions to assist them in their role. Tutors have received little or no training in the skills necessary to assist students with the variety of problems they present.

4 The tutor's role can be limited by a lack of training. While the personal tutor is able to provide certain basic information on the academic matters in his/her field, he/she is less likely to provide assistance in connection with personal problems.

5 Tutors are not always able to distinguish between the provision of information and counselling in its true sense.

6 There is evidence of failure of senior management, counsellors and students to comprehend the role of tutor. More disturbing is the fact that personal tutors themselves do no perceive their function clearly.

7 Tutors have difficulty in wrestling with the problem of confidentiality. Although almost all tutors would maintain confidentiality at the request of the student, significant numbers gave reasons for occasions when they would break such confidentiality. A disturbing feature in the replies from tutors was the frequency with which confidentiality would be breached upon request from higher authorities within the college. If client confidentiality is to be maintained, there is certainly a need for a directive from the policy making bodies of colleges in order to clarify the position of the tutor in respect of confidentiality.

Overall, the significance of the tutors draws attention to the use of a growing number of trained and qualified counselling staff as supplanting to rather than supplementing the tutor. The involvement of tutors in student support and counselling is a distinctive feature of British further education. Recent evidence suggests that we have not developed appropriate forms of organisation for this function, nor do we yet have satisfactory means for developing and supporting tutors. It would seem that regular measuring, implementing and updating the training needs of staff is essential for the continued growth and effective management of student services in further education.

PART 2: CASE STUDIES

The following sections have been written by a variety of staff working in FE colleges and involved with student services provision. To retain their unique and personal perspectives, most have been written in the first person. They are the personal reflections of professionals and give examples of good practice.

Chapter 10:

A STRATEGIC VIEW

Jenny Shackleton
Principal
Wirral Metropolitan College

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The basic stability of FE over the last two decades owes much to that resilient component of its organisation; the course. With its distinctness reinforced by awarding bodies, the course has had a charmed life, and this is despite the best efforts of a host of innovations. The smallness and relative self-containment of courses have made them highly effective bricks for colleges built, resourced and managed in the traditional ways. When added together, the clamour of each course for resources may well have ensured that little has been left over for the needs and services which lie outside them. Similarly, large-scale changes have tended to wither, to be thwarted (or saved from themselves, depending upon your point of view) by the course's ability to present itself as a Chinese puzzle. Then there are so many of them to adapt and to keep adapted. Current information systems and performance indicators often reinforce and may be dependent upon course organisation. So perhaps it is not too surprising that when resources for FE are tight, courses are better able to survive than other college services.

We know that successful organisations are moving through and building on the stages of efficiency, quality and flexibility in order to develop as innovative entities. In doing so, they need to guard against the tendency for the product to consume their attention and become a proxy for the service and the customers. FE is no less vulnerable to a product-orientation than is any other organisation, and the diversity and complexity of its products may make it more so. Scarce resources and accountability for the college as a whole, based on inadequate performance indicators, put pressure on college managers to use similar regressive practices internally. The result is

an atmosphere of reductionism and compartmentalisation which is very infertile ground for student services. There is little in FE's history to provide large-scale exemplars of a holistic client-centred culture and approach. To take the student services route therefore requires an active commitment to mass participation and economies identified at scale, creatively and corporately.

However, in an age of client-orientation, it will no longer suffice for a college to be dependent, in effect, upon its courses, and to ride change simply by substituting new course for old. The future lies in new patterns of thinking and action which straddle boundaries and upset the old certainties. Despite the criticisms of recent national curriculum change (both pre- and post-16) these have at least seen off the inherent tendency of a course to take a uni-dimensional view of their students, and to require them — not it — to adapt. A college now needs to make an explicit collective commitment to a service orientation which will be demonstrated by the transfer of resources in that direction.

This need should be apparent to any college which now has its strategic management processes in place, and so routinely scans its environment, records its critical success factors and reviews and updates its long- and middle-term objectives. By thinking strategically, the college may well be able to identify that its strengths as well as its resources lie within its courses, and to decide in a positive way that these can be adapted and transferred to new ways of thinking, acting and organising. For reasons both of principle and pragmatism, the evolution of student and client services can and should be seen in close relation to issues of course and curriculum management and development. Through this approach, student and client services can come to be seen as having equal rights to resources. Indeed, the strategic management information available to the college should — if adequate — suggest that resources for student and client services should have priority at a time of financial constraint.

Courses, then, have maintained the stability of colleges. However, a price has been paid for this. To develop a stronger student and client orientation, the strengths of courses have to be harnessed and their grip on students, resources and thinking lessened. One approach to this may be to plan change on four interlocking fronts:

- the development of services based upon the cycles which students and clients move through for education and training;

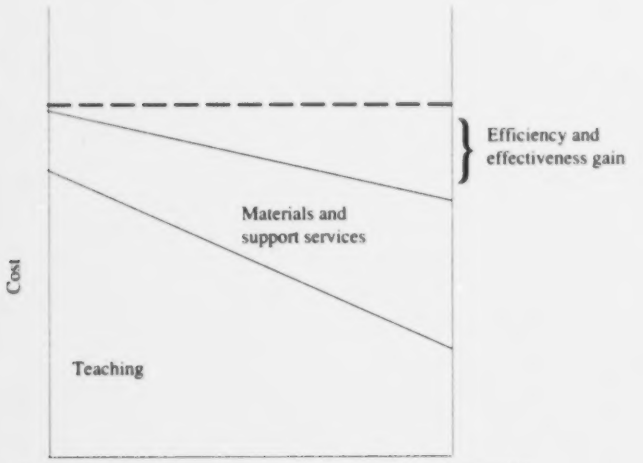
- the redesign and development of environments and physical facilities for students/clients;

- the design and implementation of a global learning framework ample enough to carry standard and non-standard courses and programmes irrespective of their levels, purposes and certification requirements; and

- the design and implementation of integrated computerised systems and services.

Each of these areas of development can be planned in detail and cross-referenced to the other three to ensure co-ordination. By doing so, the argument for additional resources is strengthened; new opportunities may be noted for greater income generation, and it should also be possible to align different costs with equivalent economies.

Figure 1: Cost effectiveness: optimal use of resources for maximum learning gain



The challenge for colleges is to move towards a culture and organisation wholly, directly and practically focused upon students, clients, learning and partnership. The belief that student/client services mean additional resources overall stems from bolt-on thinking. Where managers delegate leadership in curriculum change, their own resulting loss of skill and understanding can create this limited approach. Inevitably, there will be costs associated with transition; however, these can be minimised by clear focusing of direction, time and talent.

An approach to resourcing which illustrates the shift required from teaching to learning services is shown in **Figure 1**. This is being tested in one college with sponsorship from the Training, Enterprise and Education Directorate (TEED).

Whatever the climate for resources, a global approach with senior management backing is advocated for client and student services. Only thus will the services be supported by staff, fully used by the public and thereby lead to greater cost-effectiveness.

Chapter 11:

STUDENTS ISSUES AND CONCERNS

Angela Kleeman
Co-ordinator of Student Services
Southgate College, London.

Editor's note. Whilst analysing from the questionnaire responses (Part 1) the types of concerns that students present to support staff, the editor thought that it was important to be aware of the diversity of roles and responsibilities of a practising student counsellor. Angela Kleeman provides the perspective. The paper represents the viewpoint of a practitioner with two years' experience of working in a large further education college in Greater London.

THE INSTITUTIONAL ROLE

As Co-ordinator of Student Services I wear a large number of hats. I am a counsellor for personal problems and difficulties, providing a confidential service to students (and staff) and I am responsible for providing advice, support and information on all matters affecting students' lives while at college. Responsibility for academic advice and careers guidance rests elsewhere.

Apart from the counselling 'chapeau', I am the 'named person for special needs' and advise on other equal opportunities issues. I also supervise the medical facilities (unusually extensive for a further education college) and advise on welfare, housing and financial issues. I am responsible for the advice and support to all overseas students, I work with the Student Union, deal with issues on the protection of young people, and provide professional support for staff. I am also used as consultant in various areas of staff development and training.

I report to a head of department (education technology) who is my line manager, and after our imminent restructuring, I shall report to the director

of the student support unit. This new unit will provide all cross-college services from admissions, through first aid and reprographic provision to library resources. My own sector will consist, as it does now, of myself, two nursing welfare officers, a college doctor and college chaplain.

THE PERCEIVED ROLE

It has to be recognised that the view of the counsellor/adviser's role is formed by the experience of the beholder. It is dependent on personal and professional values, the reasons for contact, the results of that contact and the understanding (or lack of) of the processes gone through. Therefore the perception will differ between students, whether they are a counselling client or a receiver of community charge information. Diverse views will come from management, governors, teaching staff, support staff, parents and outside agencies. If one person undertakes both roles of advising and personal counselling, they must perform a delicate balancing act; if the roles belong to different people, they must work well together, understand professional boundaries and know when and how to refer on in the best interests of the client.

STATUS

Status would appear to be an important issue in FE. In my own experience, being a member of the academic staff has greater status than being (as I am) a member of the support staff. This would not appear to be based on academic or professional qualifications held, past experience or current salary; but rather it seems to be traditional.

One advantage of being a member of the support staff is that I am not tied to a teaching timetable, and am therefore relatively free to organise my working day to meet the needs of my clients. However, a disadvantage is that I do experience difficulties requesting information from departments on various issues and eliciting a response. If it doesn't relate to the curriculum, it is not perceived as necessarily warranting a reply.

I have found that the role of counsellor carries no real status and it has been necessary to become as visible as possible. Working alone can be isolating; having only one person working in this area might convey the idea that the whole issue of student support is of no great importance. I have attempted

to deal with this issue of perceived status as a staff and not a student problem, therefore self-promotion is important. By being available to staff for consultation at set times one can become a useful information and support resource. I have no problems communicating with staff at any level, although, occasionally some staff may have a problem communicating with me (or rather, with my role).

Continual promotion of the services available to students and staff is vital, as is a good system for transmitting messages, as I have no specific clerical backup or cover during absence. Presence at committees helps raise one's profile and status. They can be tedious and time-consuming but you can be seen and heard. Membership of the academic board or its sub-committees bestows a badge of respect on the role.

RELATIONSHIP WITH TEACHING STAFF

Once teaching staff recognise the support the role can offer them in their work with students, full use is made of the service. Difficulties may arise where the two areas of work appear to confront or contradict each other. Teachers may have been trained to be judgemental and to rely on an authoritative, directive and sometimes unequal approach to students. They may appear not to value or respect the student as an individual. A counsellor's non-judgemental approach may be irritating and undermining to those teachers and sensitive handling of the situation is needed. One must ensure that one is seen to value both students and staff at all times.

The neutral role is important; a consistent, fair approach helps to maintain trust and respect. Some staff have difficulties with the confidentiality issue of personal counselling and may claim the right to know the content of an interview. Unfortunately, some may also desire 'gossip fodder'. These parties may react negatively when you refuse (politely) to disclose information. It helps to explain the nature and ethics of personal counselling and negotiate with students and staff regarding information to be passed on as 'need to know'.

Staff who have basic counselling skills need support in recognising their professional boundaries and confidence to refer on appropriately. In my own college, I have heard my role described in various terms: 'the college's conscience', 'a thorn in the side', 'professional nice person', 'the expert', 'troublemaker' and 'peacemaker'.

THE ENVIRONMENT

The physical location and environment of the 'habitat' of the counsellor/adviser is of great importance, particularly if one person has both roles.

For the counsellor, the room should be private and secure, located on the ground floor, fairly soundproof with shielded windows if overlooked. Comfortable chairs, plants, carpet or rug, and supplies of tissues, tea and coffee are essential in my experience. It is useful to find a method of communicating to the outside world when one is 'engaged' and ways to leave messages; a divertable telephone is helpful. A wall clock helps you to avoid checking your watch, although most counsellors have developed a built in 'time-up' signal.

The adviser's area should have display units and pinboards for leaflets and posters, to encourage people to peruse and help themselves. My own room is divided into four areas: counselling and interviewing, work station (desk and telephone), storage/filing, and resources and information.

COUNSELLING ISSUES

The issues that arise when using counselling as a professional activity in FE are various, and will differ even in similar institutions. My own professional training was based on the Rogerian theories; therefore I work with the core conditions of empathy, warmth and genuineness. I have dipped into many different models and approaches from transactional analysis and gestalt to neuro linguistic programming and use the varying 'tools' when appropriate. Ongoing training and development is an important issue and necessary to clients, institution and counsellor.

PRESENTING PROBLEMS

As both adviser and counsellor, one has to be alert to the issues that may be lying underneath the 'presenting problem' and recognise that the request for information may not be all that client is bringing. Many enquiries regarding housing benefit reveal emotional problems and difficulties in the home, and the student's and family's conflicts are reflected in the young person's distress and desire to escape. Once the counselling has begun the client may be enabled to understand his/her feelings, the processes leading

to the situation, and be able to take more control for him/herself, thus easing the conflicts at home and perhaps eliminating the need to 'escape'.

YOUNG PEOPLE AS CLIENTS

The majority of our students are young people aged 16-21, and this age group may experience particular anxieties and difficulties. Transferring from a safe school environment to the freedom of an FE college and suddenly being expected to take responsibility for one's own actions can be quite frightening. The invisible boundaries are no longer the same.

It could be their first experience of unsupervised interaction with the opposite sex, and the growing awareness of their own sexuality and emotions can be confusing and distressing. The students may need help to understand their emotions; conflicts with families and their expectations may arise; social, emotional and sexual relationships develop, bringing the risks of exposure to alcohol abuse, drugs and sexually transmitted diseases. This is the time when being with friends may seem more important than any other aspect of life and the temptations to skip classes or not study and revise are strong. Parental pressure gives way to peer pressure and the conflicts and contradictions cause enormous stress. The counsellor has to understand the maelstrom of feelings and emotions experienced by young people and the added pressures of examinations, decisions about the future and expectations of family, friends and teachers.

TRANS-CULTURAL COMMUNICATION

Many of us work in colleges where the students come from diverse ethnic backgrounds, and we should be aware of the possibilities that communication may break down through our own cultural assumptions. The systematic differences between people from different ethnic groups may not present serious problems when individuals are at ease, but when the situation becomes more stressful, they can affect communication.

Misunderstandings can occur for three main reasons:

- different cultural assumptions about the situation, the intention and behaviour within it;
- different ways of structuring information or an argument; and

- the use of a different set of unconscious linguistic conventions (e.g. tone of voice) to emphasise, signal and imply the significance of what is being said.

Few people are aware that a number of ways which signal meaning and attitude are linked to culture and these ways vary between different ethnic groups when using the English language.

Here are some suggestions for a checklist to help avoid misunderstandings:

- check everyday assumptions;
- check you have understood by stating your assumptions of what you heard;
- consider using very explicit language;
- listen until it is clear the other party has finished;
- do not assume that you have always been understood and;
- do not rush the other person.

SUPERVISION

A counsellor should have adequate professional supervision as recommended by the British Association of Counselling. In some cases this may occur in group supervision with occasional sessions for individuals. I consider myself fortunate that I receive individual supervision for three hours a month and that the college supports this.

TIME MANAGEMENT

Managing time is a particular source of concern in the balancing act of advising and counselling. I have yet to discover a system that works well all the time. Setting aside counselling hours with the important breaks in between each client can mean conflict with the students' timetables. I particularly try to offer them time in their free periods but committee meetings, working parties and other commitments erode my own availability.

Prioritising is of major importance; if possible, set aside a fixed time each week to clear desk-work, deal with post and make telephone calls. Drop-in times for making appointments and practical advice sessions should be well

advertised and strictly adhered to. In the first two terms of the academic year, I have found it necessary to deal with desk-work one evening each week, as being available to the students has to be my first priority and the demand for counselling and advice far exceeds the hours in the working day.

RESOURCES, RESEARCH AND NETWORKS

As a counsellor and adviser it is important to build up a good resource bank of up-to-date information, with leaflets and posters well displayed and easily available to the students. This involves extensive research within the college, in the local and surrounding boroughs and nationally. Membership of professional bodies and support agencies gives access to specialist information. In my own college, we have subscriptions to such organisations as UKCOSA, CPAG, EGAS, Eating Disorders Association, Suzy Lamplugh Trust, and many others whose help and advice has been invaluable. It is useful to get a 'name' in each organisation one has to contact.

This helps build the very important network. Having a named contact in grant offices, police stations, social services, CRCs, youth services, the Home Office, embassies, community drug teams and help lines (the list is endless) saves time and ensures you get the information and help for the student with minimum delay.

SUMMARY

Although the roles of counsellor and adviser are complex and will depend on the individual's situation, it is possible to summarise the basic points and list essential action (see **Figure 1**).

Figure 1: Summary of points

Point	Action
Status	Promotion of role, self, services to staff and students. Counsellors should be seen and heard. Good communications at every level are essential.
Professional counselling training	On going refreshment.
Supervision	Professional, adequate provision, supported by the institution.
Necessary clerical support	Effective message systems.
Understanding of equal opportunities	
Professional environment	Room, privacy, allocated areas.
Time management skills	Desk work , staff, drop-in and counselling times.
Networking	Named contacts.
Research	Updating information, subscriptions to specialist organisations and professional publications.
Resources	Extensive, well displayed materials.
Understanding students' issues	Cross-cultural communication, young people, mature students, finances, examinations, presenting problems.
Understanding staff issues	Morale, support and advise, recognise their need to feel valued and respected in order to value and respect their students.

Chapter 12:

ENHANCING THE QUALITY OF LEARNING

One college's approach to student services as a process of empowerment

Jane Williams
Assistant Principal
Angela Myers
Director – Learning Development
Solihull College of Technology

Jane Williams to be Vice Principal at North Warwickshire College from 1st April, 1992.

This section proposes a particular definition and perspective for the student services agenda in our college, describes aspects of the intellectual and operational task we have been undertaking and finally suggests some current imperatives.

When the college began a process of radical management reorganisation and cultural change in 1987, student services emerged as a key area of concern. However, unlike the model of development in which an incremental programme of welfare services are provided, the process at Solihull developed from the belief held by a number of staff that we should focus on empowering students to learn. Such a focus led us into an exploration of what we meant by learning; it facilitated the development of an integrated approach, and because of its origins, it was built on the good practice already operating within the college.

THE FOCUS ON LEARNING

Our starting point was the belief that the only legitimate reason for a college's existence was to empower learning. For this to happen, the whole energy of the organisation needed to be focused on enabling learning. This necessitated everyone working in the college to understand what learning is – learning in relation to what learners do, the role of managers in enabling learning and how the whole institution can be enabled to develop an

organisation that is itself capable of learning. This focus led us into a debate about learning that is still going on.

At residentials, staff development days, curriculum planning sessions, and in the staff rooms, people can be found discussing their understanding of learning. The staff lounge walls are witness to this debate, as people pin up articles and papers which reinforce their point of view.

However, the college has backed a particular approach with which not everyone is necessarily in agreement but which does constitute a particular theory of learning informing our development. The theory assumes that learning is characterised by:

- the ability to make lots of connections between what one already knows and create a meaningful framework or map of one's own knowledge;
- the ability to make sense of new information by incorporating it into our existing framework;
- the willingness to be flexible, that is to have a framework capable of change in response to new information.

If these characteristics stand, it also follows that the quality of learning is enhanced if learners:

- are engaged in the learning;
- are able to reflect on how they learn so that they can identify what they need to do to become more effective learners;
- are able to understand the purpose of any learning they are required to do;
- have confidence in their ability to learn; and
- can talk about their learning.

Our belief is that if these assumptions inform our methods, processes and systems, then our students will be empowered to learn.

Student services, informed by this philosophy should naturally foster equal opportunities, flexible provision, on-going assessment and guidance. We have operated in the knowledge that it is not the structure of student services that is paramount, but the thinking behind the structure and those who implement it. For example, it is not so much that all students are required to have induction but rather a consideration of the role induction is required to perform; that it should be an opportunity to engage with the learning rather than briefings.

AN INTEGRATED APPROACH

The learning focus provides the coherence that ensures the service is integrated. All the key functions operating under student services are subservient to the aim of empowering learning. The services, as can be seen in **Figure 1** are about supporting the students through their learning — ensuring that they have the skills to learn whatever they want to learn. The personal tutor plays a key role in this, co-ordinating the profiling process and being there to ensure that the student knows and can use the facilities and services the college has to offer.

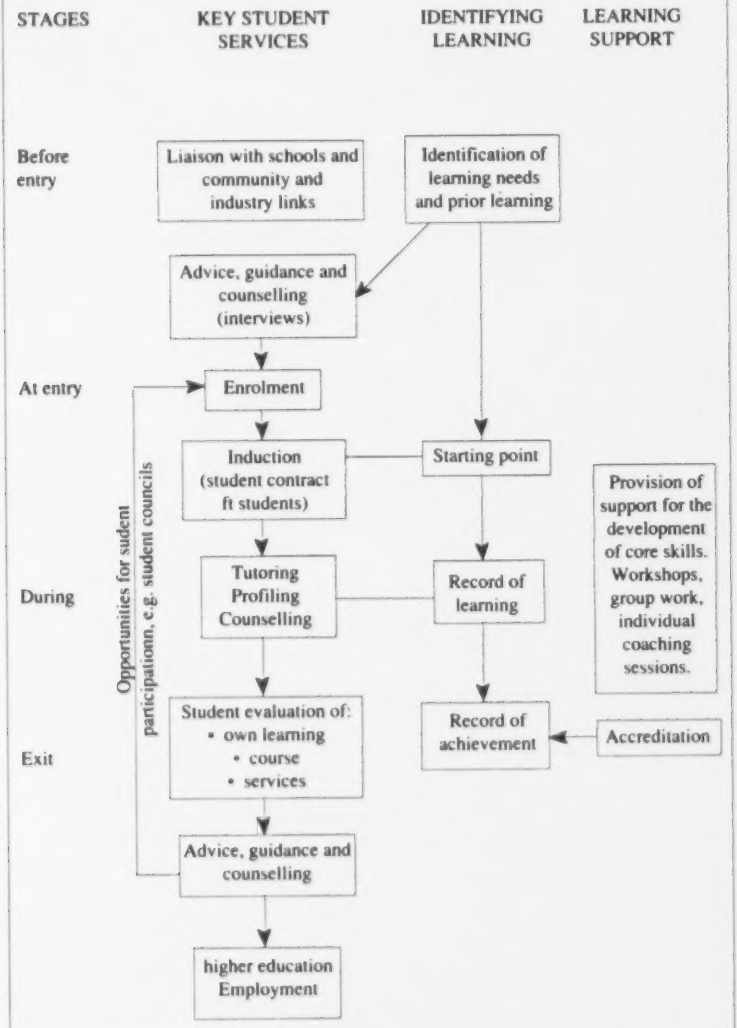
The boundaries between student services and the curriculum are deliberately blurred; the college has attempted to focus its provision on student experience rather than on institutional structure. It is managers who separate pastoral functions from academic functions; learners tend to see their experience as a whole. Our student services are organised for use by students to support their learning. The materials we developed to support student learning such as the **Study skills handbook** (now updated and reprinted as the **Learner's Handbook**), **Induction resource pack** and the **Profiling guidelines** reinforce this focus.

DEVELOPMENT FROM GOOD PRACTICE

Our student services were developed out of the good practice already in operation in the college — the belief being that if learning was what we were about, then we should model our system on those who best enable it.

We began a staff development programme in the summer of 1989 which is still continuing. The strategy is characterised by staff involvement both in the delivery of the programme and in the development of the processes and systems to support student services.

Figure 1: Student services flow chart



Our original programme was entitled 'The role of the tutor — induction and profiling', (fondly referred to as the TIP programme). It lasted two days and was targeted at all teaching staff. The stated objectives were:

- to enable staff to identify the role of the tutor within the context of a student-led college;
- to explore the importance of effective group skills in learning and to examine and participate in some activities tutors can use to facilitate the development of such skills;
- to explore students' individual learning needs with particular reference to the need for ongoing and summary feedback on their progress and achievements;
- to identify further staff development needs; and
- to identify any concerns that arise within the course (such concerns were brought to a debriefing session at the end of term so that responses could be made to any issues).

The programme was organised in groups of 15 staff. Each group was led by two people whose own practices were consistent with student-centred approaches.

Groups of staff were involved in writing material to support the programme. The main materials include the following:

- **Profiling guidelines** which outlines a profiling process that centres very much on students being encouraged to talk about their learning. The degree to which the college utilises existing good practice is witnessed at the back of the guidelines and identifies profiling systems working in the college and lists the key contacts.
- The **Study skills handbook (now updated and called "The Learners Handbook")** is intended to help students identify their own learning skills and needs in order to identify some helpful learning strategies.
- The **Induction resource pack** is viewed as the beginning of a tutor's pack for staff and acts as guidelines to help staff develop an appropriate induction programme.

Since the start of the programme, we have extended our own understanding of issues relating to access to learning opportunities. We have paid attention to the development of services which enhance the culture and ethos of the college outside the classroom and have introduced dedicated study areas. We have a recently established student liaison team (funded from a budget previously allocated to a security company contract), whose role is to support students in the development of a lively range of recreational and extra-curricular activities. They also work to ensure that all college members and visitors feel safe and welcome. We believe this work, linking with the qualified counselling team and the equal opportunities officer, brings us closer to the cultural and social context of our students, and enables students to make more effective progress as learners.

As we work to build an organisation which is a learning culture, we are coming to see student perceptions as central to our cycles of review and evaluation. In addition to the curriculum focus of these activities, we are seeking ways of involving students in reviewing wider organisation matters. In boards of study and student councils in each major curriculum area, students are developing a strong voice, leading to improved understanding and new ideas for all of us.

The most recent major development has been the establishment of a centralised advice and admissions system. At first sight, this may appear simply a sensible and efficient means of co-ordination — unifying administrative procedures such as processing student applications. In fact, the service is bringing us closer to the requirements of potential students. Admission and advice staff are developing a powerful voice in the growing clamour for increased flexibility throughout the college programme, for individual student pathways rather than a fixed menu of courses. Some of our most creative curriculum development is driven by the advice and admissions team.

We have provided staff development support for student services on demand over the last two years, and in the summer of 1991 we had a follow-up programme which involved all staff in assessing our progress so far and identifying possibilities for the future.

Working towards the aim of empowering students provides us with a clear focus for further development. Aspects of our organisation not normally associated with the student services function will need reshaping. For example, personnel practices which thrust individual teachers into minute

weekly calculations of class contact and departmental duties have no relevance to the way in which effective teachers operate — within workshops, in teams, providing industrial support, accrediting prior learning or whatever. Similarly, our planning, resourcing and management information systems have been built on assumptions about class groupings, course hours, teaching arrangements and class rooms that are inconsistent with our understanding of how our students learn. Such contradictions have to be tackled so that our management systems are congruent with our activities and support rather than subvert our commitment to change.

Chapter 13:

A CHECKLIST FOR STUDENT SERVICES

Harry Evans
Principal
City College, Liverpool

This paper encompasses the principles of preventive counselling and offers a long- and short-term plan for student services. The section is written by Harry Evans, the Principal, City College, Liverpool, and the college's student services working group. The draft proposals are also used for monitoring and evaluating the work of the student services section within the college.

BACKGROUND

The introduction and development of a student services section within City College was prompted by a number of local and national issues and initiatives. An in-college evaluation project had identified a need for a centralised and uniform admissions system and for a procedure which would ensure that all potential students received the correct advice and information concerning course requirements and possible outcomes.

The evaluation project, which involved all aspects of college life, coincided with a move towards a more student-centred approach to everything which occurred within the institution and the student services section was seen to be an obvious outcome of our thinking at that time. We were also aware that when students feel valued by an institution and receive sound advice at the outset of their course, improvements in both retention rates and successful completion rates can be expected. Another sought-after result is a decrease in the numbers of students requiring crisis counselling because of an inability to cope or due to a sudden realisation that they are heading in the wrong direction.

The formation of the student services section was also seen as being part of our response to the anticipated demands of the National Record of

Vocational Achievement (NROVA) and the National Vocational Qualifications (NVQ) initiatives in terms of recording students' prior achievements, identifying their needs and planning appropriate training programmes.

IMPLEMENTATION

There are five full-time staff directly associated with the student services section. These include a principal lecturer, two senior lecturers, a trained counsellor and a specialist in careers education. They organise college publicity and co-ordinate the responses to enquiries and applications. They also interview students and attempt to identify innate skills and prior achievements while describing the course requirements and what can be expected from the course. They contribute to the production of personal training plans and are available for both counselling and evaluation throughout the student's time at college.

The section organises all liaison with the secondary school sector and with the careers service, including link courses and careers conventions and they are available to any college member requiring advice on accommodation, grants, benefits, welfare rights or higher education as well as providing a personal counselling service.

Links with adult basic education (ABE) providers, both within the college and across the city, are maintained by the section which also liaises through the college community team, with all groups offering community education in Liverpool. These links provide another bridge for those people who may wish to return to education, having previously experienced only disenchantment with the system.

These services, however, are not seen as being the sole responsibility of the staff directly associated with the student services section and the unit itself is not seen as being an appendage to everything else which occurs within the college. Our aim is to ensure that the work becomes totally integrated within the aims and objectives of the college and that it permeates all activities of the institution. The staff of the unit liaise with lecturers from all the occupational areas and with their colleagues from the administrative sections and the unit has begun to form networks which will ensure that all of the expertise within the college is fully utilised.

A steering group (chaired by the principal) initiates, monitors and publicises the activities of the student services section and the section is represented on the college management group and in all budget discussions. The equal opportunities committee also has members drawn from the student services section and the unit also receives information from all curriculum development working parties.

Given below are the initial aims and objectives drawn up by the steering group and supported by both the academic board and the college management team. These proposals form the basis of all monitoring and evaluation carried out on the work of the section.

AIMS AND OBJECTIVES OF THE STUDENT SERVICES SECTION

The aim of the section is to provide access for all appropriate programmes of learning.

Long-term objectives

The long-term objective of the student services section is the establishment of a comprehensive service for all learners which will facilitate and support:

- clarification of the learner's long-term aims;
- identification of possible education, training and employment routes;
- selection of the most appropriate route given the learner's personal background and circumstances (action planning);
- assessment of prior attainment in relation to the vocational and core (learning support) elements of the programme planned;
- provision of education and training, including relevant learning support, identified as necessary to supplement the learner's existing knowledge and skills in relation to his/her long-term aim;

- provision of formative assessment and programme review in which the learner is actively involved;

- provision designed to help the learner overcome barriers to progression, for example, child care, personal counselling, grants, benefits, health and housing advice;

- continuing access to independent advice and guidance in future planning from careers and educational guidance staff.

Short-term tasks

The short-term tasks of the section are to:

- produce and publish a weekly timetable of pre-entry and in-course guidance, including HE and careers information, advice and guidance;

- establish as part of the above, the timing and location of specialist advice, e.g. for English as a second language (ESL), special education needs (SEN), and identifying lines of communication with the wider network of advice services;

- establish a schools' liaison system to improve communications with the secondary sector and promote recruitment of school leavers;

- timetable regular attendance at Liverpool Education and Training Shop and at other events organised by the Educational and Guidance Network;

- identify data required for monitoring recruitment, retention and progression patterns; establish the best means of accessing it and of providing feedback from this and other student services sources;

- establish a database of courses and educational programmes available in the college, using a format consistent with information on provision required, held and being used at local, regional and national level (taking account of the local education authority, non-advanced further education data, TAP

programme format etc.), and to make every effort to avoid duplication in eliciting information from providers;

- work closely with faculty staff to obtain precise analysis of entry requirements, selection criteria, characteristics essential for progression and to present these in language clear to students prior to application, interview and/or enrolment;

- devise a comprehensive system for core skills assessment and learning support. This will provide a common criteria-referenced framework within which the demands of programmes and the attainments of students can be profiled. It will provide the basis for designing individual learning support programmes;

- work with the student services committee (and its administration sub-committee) to establish a common set of literature relating to admissions procedures;

- establish guidelines, an information pack and a one day training programme for interviewing students in liaison with others working in this field;

- support the full implementation of LEA and college careers policy;

- maintain and circulate as appropriate, up-to-date information on financial support available to students; and

- help college ABE and faculty staff to devise an effective system for the delivery of learning support to students on vocational courses.

Chapter 14:

MARKETING COLLEGE SERVICES - A CHECKLIST

Liz Cristofoli
Assistant Principal
Acton College

The following contribution was made by Liz Cristofoli Assistant Principal of Acton College, London. If one views marketing in its widest sense, then this article pinpoints specific marketing principles

The main roles and functions which could be carried out by student services with the aim of providing an effective marketing strategy for a college are grouped under headings in point form that may conveniently be viewed as a checklist.

MARKETING AND PROMOTION OF COLLEGE SERVICES

- Student services staff have an important role in producing promotional materials such as student handbook, course leaflets and college prospectus;
- they should initiate and participate in promotional events such as college open days and evenings including events targeted at specific courses or groups such as adults, access courses, returning to study, and A levels;
- they should take part in outreach sessions offering education information and advice at community centres, careers conventions and other events;
- student services should provide a central facility to receive all enquiries: telephone, letter and personal, maintain a course information centre, offer information on courses and classes in response to enquiries, send out college literature (e.g. prospectus, leaflets, application forms); and
- maintain records of all client contacts as market intelligence.

RECRUITMENT AND SELECTION

Student services staff have an important part to play in the college recruitment and selection processes. They should:

- offer education advice and guidance to the community;
- offer assessment for National Vocational Qualifications or accreditation of prior learning;
- receive and process application forms, maintain records of all applications to provide information on demand for subjects, courses, mode of attendance, and facilities;
- monitor applications and recruitment to courses (either free-standing or in conjunction with a college management information system) to provide market information;
- screen all application forms, offering guidance as appropriate to applicants;
- offer and administer diagnostic, placement and other tests to applicants; and
- manage and monitor interviews for recruitment and admission to all courses.

INDUCTION OF STUDENTS

The student services cross-college role here could include:

- providing an accommodation service for students;
- producing and distributing a student handbook;
- managing/offering induction sessions to introduce college resources to students and to explore and identify expectations and requirements (for example, drawing up a model 'learning contract');
- enabling students to identify any special educational needs or study support needs and ensuring the institution considers meeting those needs;
- offering advice to students wanting to change or modify their course, and carry out the paperwork associated with these changes.

MANAGING THE COLLEGE EXPERIENCE

Student advisers should:

- offer resources, information and advice to students on a range of welfare topics including grants, benefits, housing, health, recreation and leisure facilities, etc.;
- offer careers information and vocational guidance to all students;
- receive and co-ordinate all applications to higher education;
- offer the facility of personal one-to-one counselling to all students, self-selecting or by referral;
- facilitate counselling, support and social groups for students, for example, to single parents, gay and lesbian groups, ethnic groups, women-only groups, religious groups, etc.;
- offer counselling and case work support to tutors to facilitate their work with students;
- provide support — practical and emotional — for students with special educational needs;
- co-ordinate support and social facilities for overseas students;
- liaise with and provide support to the Student Union — sometimes this may include a senior role, for example treasurer;
- oversee the student common room and other student facilities;
- co-ordinate and manage a programme of student activities and electives;
- administer college disciplinary and grievance systems;
- administer the college welfare fund;
- provide a base for a college chaplain;
- co-ordinate college medical and health services;
- oversee the college creche or playgroup facilities;
- co-ordinate or manage the college tutorial system;
- provide resources for personal tutors;
- provide induction, training and staff development for personal tutors;
- provide counselling support or case study groups for tutors;
- co-ordinate a centralised student file or student record system for the institution;
- receive and deal with requests for references for students — current and past;

- co-ordinate and manage work experience placements;
- maintain a work experience employer database.

TRANSITION/PROGRESSION TO FURTHER STUDY OR WORK

Within this area student advisors can:

- monitor retention rates on courses;
- maintain a role in course review and evaluation, enabling individuals or groups of students to review and reflect upon their personal progress;
- help students to examine the range of options by providing careers advice and vocational guidance;
- provide advocacy and negotiation for students applying for jobs, training and courses;
- refer students to outside agencies, possibly within a local guidance network;
- offer an on-going vocational guidance service to students who have recently left the institution;
- carry out destinations surveys.

Chapter 15:

CHANGING AND MARKETING STUDENT SERVICES IN THE FURTHER EDUCATION COLLEGE

Rosemary Gray
Principal
Wallsall College of Technology

Many colleges may be looking for a new approach to student services. They may wish to offer a central admissions policy, or know how to create an enabling atmosphere, what to offer to students, or how to market the service. Included here are some ideas for principals or those staff given the brief of improving the quality of their services to their clients.

WE ARE ABOUT STUDENTS

I became Principal of Walsall College of Technology in April 1989. I had been appointed in October 1988 with the brief to introduce revolutionary changes and restructure the college by Christmas 1989. Not exactly the timescale advocated in most management textbooks relating to 'how to be the principal of a college'. What the textbooks tell us is that first we need to know where we are, then where we want to go — and develop a logical, purposeful route between the two. That is rather difficult given the speed of external change in education at present! The objective I have at Walsall College of Technology is straightforward: to focus the college on students, customers and clients. When people asked me in April 1989 what it ought to be like, I said Marks and Spencers, the kind of things I had in mind were: high quality, reasonably priced products; a recognised standard of service and customer care; a caring attitude to customers and staff and an established identity.

MARKETING: THE FIRST IMPRESSION!

Individual staff did care about students and a lot of good work was being done. However, the total impression given was one in which the organisation had become more important than the educational process. There was a notice fixed on the front door with sellotape giving a first impression.

It read: 'No students allowed in this building before 8.45 am by order of the Principle' [sic]. It was on lined paper and written in sloping biro. The reception area was on the first floor. Worse, there was no visitors' parking to speak of at the front of the college. Signs in the entrance area were confusing to say the least and a closer inspection of room numbering revealed that it was in no way logical or consecutive. There were few pictures and what there were looked like the work of Reginald Perrin's dentist. The principal's office and indeed all the offices of senior managers, were well hidden and disguised. To the right of the main foyer, at the front of the college, was a large hall area and stage with curtains, all in a poor state of decoration. This space seemed largely used for furniture and storing. Worse, it was visible as such from the street.

The plus side (and there had to be one, or I would not have bothered) was that everyone genuinely wanted to improve the place. The Student Union was active and eager to be involved in change; in short, the will to do something about quality was there.

The first task was to restructure the college in a short space of time. The objective was a flat, non-hierarchal structure to force up the talent in the place. There had been little curriculum innovation and in 'catching up' terms, the college has had to run rather than amble, but we are getting there. Initially, I identified three major gaps in the college's provisions. At the first governor's meeting in 1989, I asked for and got approval to appoint:

- a full-time college counsellor;
- a youth worker; and
- a management information systems officer.

It is my view that customers and students come first. They are paying for a service and it is our duty to provide the best possible advice, programme of study, follow-up and support, while they are attending the college.

No one can change a place single-handed and I am greatly indebted in the first phase of change, April 1989 to Christmas 1989, to the hard work and support given to me by all the staff.

We commissioned a review of college culture which was excellent. We examined what we wanted to keep, what people liked about Walsall College of Technology and what we wanted to junk. We looked at our external image. The college's official press 'Network' and the unofficial press 'Notwork' joined in.

We redid notices and signs in positive terms and in a variety of community languages. In addition to the restructuring of the college, dramatic changes were made in appointments to include black staff and women in key roles. The equal opportunities policy started to become a reality rather than a piece of (stored) paper. Staff development sessions were led by outside experts in key areas and again I am indebted to friends and colleagues nationwide for the pace with which we were able to move ahead.

MY STARTING POINT

Using the then current research work undertaken by the Further Education Unit (FEU) on the establishment of personal guidance bases led by Stuart McCoy, I drafted the following job description.

Senior lecturer in counselling and guidance

Walsall College of Technology is currently re-organising its structure. This post is seen as a key developmental one in that structure. We are seeking to appoint someone to lead a cross-college developmental team. She/he should have an FE background, counselling/guidance qualifications and proven experience. The person appointed will be responsible for a cross-college counselling unit with responsibility to the senior college management team, who in turn will have overall oversight of all aspects of student services. The responsibilities of the Senior Lecturer in Counselling and Guidance will be as follows.

1. To establish and develop a cross-college unit which will be the first major point of contact with all individual clients who wish to enrol on courses at Walsall College of Technology. We are

thus seeking to establish a client-centred guidance base responsive to the needs of all students.

2. To develop the skills of a team of designated staff who will provide student support across the college. This support will take the form of:

- education advice, i.e. pre-course, on-course and post-course counselling. The key factor here will be the matching of learning provision to individual needs;
- careers advice to staff and students in close liaison with outside agencies in the metropolitan borough. A key factor will be the development of inter-agency moderation, with FE as an essential partner in that process.

3. The person appointed will be expected to work closely with other cross-college units within the new college structure, viz::

- equal opportunities unit;
- the schools community liaison unit;
- the enterprise unit which is already in existence and focuses on industrial as opposed to individual clients.

In turn, support will be offered to the unit from the college staff development unit, the senior management team as a whole and the Assistant Principal (Student Services) in particular.

4. It will be the responsibility of the Senior Lecturer to develop an effective marketing and dissemination strategy for student support services in liaison with other relevant staff both:

- within the college; and
- outside the college in conjunction with the cross-college units, notably the schools community liaison unit and the equal opportunities unit.

5. In addition, the person appointed will be expected to:

- take a leading role in the development of a central admissions policy strategy;
- make a major input into the student induction programme;

- assist with the establishment of procedures for the monitoring and evaluation of all courses;
- develop a college student record system and a college tutorial programme.

The person appointed will thus be expected to have proven team building/ team leadership skills. She/he should also have networking and negotiating skills and innovative qualities. She/he should have good communication skills and we also feel a sense of humour is an essential personal attribute. It is also essential that candidates should be able to prove that they are up-to-date, not just in terms of professional skills, but also in terms of recognising the important issues and challenges currently facing further education.

She/he should also be firmly committed to working towards equal opportunities in education.

Walsall College of Technology is committed to change. This is a challenging opportunity if you are interested in sharing in the shaping of a new style further education college.

I was told by colleagues in other authorities that no one could possibly have the necessary skills to do all this, the job description was too ideal. However, it attracted my co-author, Wendy Morgan (who has written the second part of this paper), and much of the development work and the progress made since mid-1989 is entirely due to her efforts.

Chapter 16:

DEVELOPING STUDENT SERVICES - A COLLEGE COUNSELLOR'S VIEWPOINT

Wendy Morgan
Director of Central Admissions and Counselling
Walsall College of Technology.

BACKGROUND

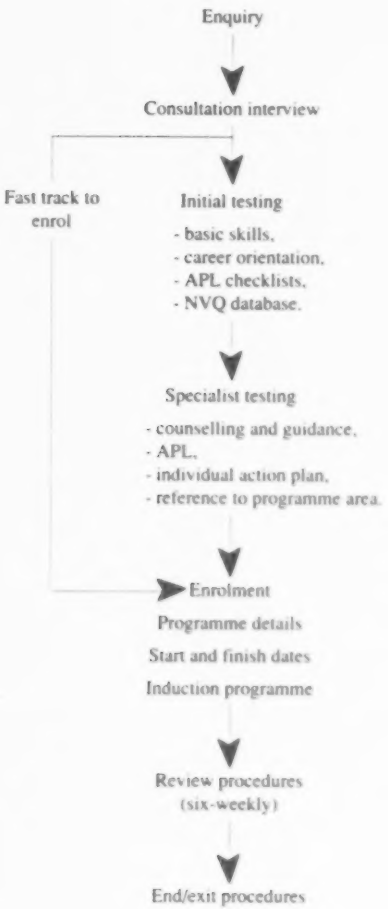
As previously explained, mine is a new post reflecting the increasing importance of student services to the development of the college culture.

The counselling unit has become the focal point for a wider student services provision. It occupies a prominent, accessible position near the main entrance and provides a first point of contact for customers entering the college. The area is light and welcoming, well furnished and provided with display space for information leaflets, booklets and posters. There are two interview rooms and screened-off areas. The whole area ensures a good first impression and a secure and welcoming environment.

CENTRAL ADMISSIONS

This year (1991), we are running a central admissions system for all full-time students (piloted last academic year). All applications for full-time courses are received in central admissions where screening takes place to decide if the applicant needs pre-course counselling and guidance or career advice. In the pilot, approximately 50 per cent of applicants needed some form of pre-course counselling and guidance. All applicants are tracked to the point where they join a course or programme. This process is illustrated in **Figure 1**.

Figure 1: The tracking system process



STUDENT SERVICES

We also offer a wide range of services for students in areas such as careers, counselling, finance, welfare and benefits, accommodation, health, leisure, childcare and overseas students. Students can drop in or make appointments. An increasing number of students are referred to us by tutors. We are open from 9.00 am - 5.00 pm Monday to Friday. Students can make evening appointments if they are unable to come during the day.

Figure 2 gives a breakdown of the work of student services.

Figure 2: Numbers using service term by term (1989-90)

	Students	Staff
Autumn	309	11
Spring	336	14
Summer	293	26

The average time for a counselling session is 45 minutes and, on average, each student makes three visits. A small number of students come for long term counselling, i.e. six or more visits. **Figure 3** shows the main reasons for students seeking counselling.

There is a clear need to offer a year-round service. A small number of students continue to use the service in vacations. The general public drop in for advice and guidance about courses, especially during the summer vacation. We also offer a summer support service for students.

The student services department is staffed by a multi-cultural team which consists of eight counsellors (normally two are on duty), a youth worker, a careers officer and a number of administrative staff.

The pastoral care structure in the college is now in place for all full-time students. Each student has a personal tutor, each of whom is assigned 15 to 20 students. We have developed a tutorial curriculum (for year 1) which is currently being piloted in one division and we are working on years 2 and 3. The majority of the staff have received tutor training.

Figure 3: Reasons for using service (%)

	Autumn	Spring	Summer
Finance	31	28	20
Personal	29	32	29
Academic guidance (mainly which course)	20	19	35
Accommodation	15	9	10
Health	2	5	3
Other	3	7	3

At present all full-time students have access to pre-course guidance and support through the central admissions service. They also have access to on-course guidance and support through the tutorial system, the tutorial curriculum, and career advice. There is also post-course guidance and support available through the summer advice service.

HOW HAVE THESE CHANGES BEEN ACHIEVED?

The achievement of providing an effective range of student services has been attributable to a number of factors including the following.

Commitment by college management

The senior management team has demonstrated a real commitment to students by supporting the following.

- The belief that we should empower our students. Staff are unlikely to empower students if they are not empowered themselves. I have been given considerable autonomy in my work, but when necessary, I have been given strong support to enable me to carry out my task to 'bring down the wall'.

- Provision was made by the senior management team and staff development officer for the counselling team to receive five days' training during the summer term 1989. I was offered the opportunity to carry out this training together with another counsellor.

- The prominent and accessible position of the counselling unit - off the main entrance hall, expanded in summer 1990 to link all student services.

- The resourcing of student services. The attitude has always been: let us know what you need, we will try to ensure that you get it.

- Acknowledging achievements, giving public support, saying thanks.

Team work

I was given a completely free hand in choosing the counselling team from the staff who completed the five days' training. It was quite clear that we needed to work well as a team if we were to achieve real change.

It was vital that we worked hard on building the team and we established agreed ground rules at our first meeting.

The team members were drawn from across the college, most of them had no experience of working together. Team building took place through team tasks which included:

- producing publicity for the counselling unit/student services;
- setting up and running an advice desk during the enrolment period together with staff from the equal opportunities unit;
- working with the Student Union to produce the student handbook;
- developing and running a central admissions pilot scheme leading to central admissions for all full-time students (from September 1990);
- establishing links with outside bodies, e.g. social services;
- setting up and running a summer support service, together with

a senior lecturer (schools/community liaison) and the equal opportunities unit;
- a strong contribution to the staff development programme.

Regular weekly meetings have been an important part of the process of building the team, together with termly and yearly reviews of our work and maintaining a team log. The careers officer, administrative staff and youth worker have been included in all team meetings and activities.

At the beginning of our second term, we held a team residential weekend. This was a turning point when the team really came together. We worked hard but we also had the opportunity to get to know and appreciate one another. On our residential weekend, we carried out a team analysis (using Belbin's analysis). I was not surprised to find that nearly everyone had high scores as 'Team Workers'.

The team has proved to be a strong one; individual members have built up areas of particular interest over the last 18 months, allowing us to offer a wide range of services to students. Team members have been flexible and totally committed to improving the support systems for students.

They have carried the message out into the wider college where they have often had to be strong in the face of doubts about the usefulness of student services.

Staff development

The Staff Development Officer had worked at the college for a number of years before I arrived, but she was most receptive to new ideas, and prepared to support my work in every area. The team has taken part in a staff development programme to increase skills and awareness of such issues as HIV and Aids, central admissions, drugs and careers and equal opportunities.

Together with the Staff Development Officer, I worked to involve the team in delivering part of the staff development programme to other staff, particularly in relation to pastoral care. We worked together with other staff on developing a tutorial curriculum, which we then presented to other staff as part of the wider tutor training programme. My approach has always been to develop and use existing skills in the college and to lead by example. In the staff development programme, we have encouraged active

approaches by adopting these experiential methods in our own delivery of any staff development programmes.

We are now at the point where we have made substantive improvements in the support system for full-time students. But the majority of our students are part-time and it is the needs of this group that we are now seeking to address in the next phase of developing student support in the college.

Appendix 1

QUESTIONNAIRE FOR PRINCIPAL, VICE-PRINCIPAL OR HEAD OF STUDENT SERVICES

Survey of student services in further education

All information will be treated in strict confidence

Name of institution .....

Address .....

.....

Approximate student numbers - September 1990
(please indicate by ticking the relevant box)

over 2000	over 1500	over 1000	over 500	over 200	under 200
☐	☐	☐	☐	☐	☐

Number of part-time students

☐	☐	☐	☐	☐	☐

1. College management

1.1 Please describe briefly the college policy on student services

.....

.....

.....

1.2 What is the place of student services in your management structure?
(Please illustrate with a diagram if possible.)

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1.3 In the light of ERA will the student services:

be expanded	remain static	be affected by financial cuts
☐	☐	☐

2 Staffing

2.1 Who holds the primary responsibility for implementing student services and what posts do they hold?

.....

.....

.....

2.2 If the student services includes staff with specific responsibilities, for example accommodation officer, careers officer, chaplain, counsellor, doctor, nurse, psychotherapist, please indicate when completing the table below.

Title of post	No. of years in post	Salary grading	Full-time/ part-time	Proportion of time spent teaching (if any)	Training undertaken for the counselling role
1					
2					
3					
4					
5					
6					

3. Personal tutor

If the college policy includes a personal tutorial system, please answer the following:

3.1 Are there personal tutors in all departments?
(please indicate the name of the department)

Yes ☐ No ☐

If not, please list departments with personal tutors for all/most programmes

.....

.....

.....

.....

4. Training

4.1 What forms of training do staff receive on dealing with student issues and concerns?

None at present ☐

Some tutors have received training ☐

A college-based in-service training programme ☐

Opportunity for staff to attend outside training courses ☐

A departmental training programme ☐

Future plans to arrange some form of training ☐

Other forms of training. Please specify.

.....

.....

.....

5 Student issues and concerns

What are the major kinds of student problems faced by teaching staff?
Please tick boxes to indicate frequency.

Issues and concerns	Frequently	Only occasionally	Never
a) Motivational loss	☐	☐	☐
b) Need for vocational guidance	☐	☐	☐
c) Scholastic failure	☐	☐	☐
d) Disciplinary problems	☐	☐	☐
e) Dissatisfaction about teacher training	☐	☐	☐
f) Drop-out decisions	☐	☐	☐
g) Change of course	☐	☐	☐
h) Completion of academic work	☐	☐	☐
i) Lack of academic ability when accepted on the course	☐	☐	☐
j) Personal/family problems	☐	☐	☐

k) Please specify any other significant problems frequently faced by staff

.....

.....

.....

.....

5.2 What kinds of personal problems are discussed with the staff?
Please tick boxes to indicate the frequency

Problems	Frequently	Only occasionally	Never
a) Relationships	☐	☐	☐
b) Loneliness/depression	☐	☐	☐
c) Health	☐	☐	☐
d) Sexual/pregnancy	☐	☐	☐
f) Financial/grants	☐	☐	☐
g) Parents (divorce, leaving home etc.)	☐	☐	☐
h) Grief (bereavement/loss)	☐	☐	☐

i) Other occurring frequently (please specify)

.....

.....

6. Confidentiality

	Yes	No
6.1 Are personal tutors required to divulge to senior staff information given to them in confidence by students?	☐	☐
6.2 Do personal tutors report back to the institution types of problems and confidential information that they have become aware of (omitting individual names)?	☐	☐

6.3 If yes to 6.2, please tick by which method

a) In a report to academic board ☐

b) In a private report to the principal ☐

c) Directly to personal tutors ☐

d) Directly to heads of department ☐

e) To a college welfare committee ☐

f) Indirectly, through members of relevant committees ☐

g) In other way(s). Please specify ☐

.....

.....

6.4 Are there any times when you would break confidentiality? Yes ☐ No ☐

6.5 If 'yes', please give hypothetical situations when this would happen

.....

.....

.....

.....

.....

7. Marketing

How do you publicise student services? (Please tick where applicable)

7.1 At staff induction courses ☐

7.2 At student induction courses ☐

7.3 By handing out leaflets ☐

7.4 By handing out cards ☐

7.5 By posters ☐

7.6 Through the Students' Union handbook ☐

7.7 By meeting academic staff ☐

7.8 By holding meetings or conferences on specific issues ☐

7.9 In the prospectus ☐

7.10 Other methods (please specify) ☐

.....

.....

.....

.....

Preventative counselling services offer the ways in which colleges respond to the students' needs for academic and vocational guidance, facilities for social interaction , health education and physical recreation

8. Preventative counselling

Does the institution offer any of the following? Please tick appropriate box.

8.1 Induction courses	In all depts.	In most depts.	In some depts.	In none
Departmental induction course	☐	☐	☐	☐
Personal tutors' induction course	☐	☐	☐	☐
Freshers conference organised by Students' Union	☐	☐	☐	☐
Others, please specify	.....			

8.2 Social education	In all depts.	In some depts.	In none	As a college programme
A health education programme	☐	☐	☐	☐
A recreative education programme	☐	☐	☐	☐

9. Any further comments

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